DOCUMENT RESUME

ED 171 808 UD 019 231

TITLE	Three Year Report, 1975-1978. Exemplary Project.. Lewiston Job Development, Placement and Follow-Up.
INSTITUTION	Lewiston School District, Maine.
SPONS AGENCY	Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.
PUB DATE	12 Jun 78
NOTE	151p.; Some pages may be marginally legible due to print quality of the original document; For related documents, see UD 019 232-234
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Career Development; Community Cooperation; Employment Opportunities; *Employment Programs; Employment Services; *High School Students; *Job Placement; *Job Search Methods; Program Evaluation; Secondary Education; *Student Employment; Vocational Counseling

ABSTRACT

Addressed in this report are the major proposal objectives, activities, and accomplishments of the Lewiston High School job placement program. Particular attention is given to the employment opportunities, pre-employment skill training, and career-related supportive services provided by the project for Lewiston's day students, adult education students, recent graduates and dropouts. Project activities which were geared to preparing all interested participants with experiences that would facilitate their entry and advancement in the world of work are described. Included are descriptions of needs assessment activities, community agencies' cooperation, personalized help in resume writing and job interviewing, and counseling and job referral services. Follow-up activities which were designed to monitor the job performance of placements, provide continuing contact with employers, and collect data on curriculum effectiveness are also described. Recommendations for improving and continuing the success of the project are made. Samples of flow charts and forms used during the course of the project and third party evaluations for each year of the project are appended. (Author/EB)

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THREE YEAR REPORT

1975-1978

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Kenneth C. Jordan, Project Director

Lewiston School Department
36 Oak Street
Lewiston, Maine 04240

June 12, 1978

UD019231

THREE YEAR REPORT

LEWISTON JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP

Conducted Under
Part D of Public Law 90-576

Kenneth C. Jordan, Project Director
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June 12, 1978

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SUMMARY

LEWISTON JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP PROJECT

A. Time Period Covered by Report

This report covers the time period from July 1, 1975, to June 30, 1978.

B. Goals and Objectives of the Project

This three year project was designed to provide employment opportunities, pre-employment skill training, and a variety of career-related supportive services to Lewiston High School day and Adult Education students, recent graduates, and early school leavers. This primary goal was accomplished in a variety of ways, all of which are detailed in the body of this report.

Job development and placement activities, accompanied by appropriate job counseling, created a medium through which the learning environment was extended beyond the confines of the classroom. Project activities have been continuously geared towards preparing all interested participants with experiences that will facilitate their entry and advancement in the world of work.

Follow-up activities were designed to monitor the job performance of placements, provide continuing contact with employers, and collect data on curriculum effectiveness. These activities are detailed in both the Third Party Evaluation and the body of this report.

One long-range goal of the project has been to foster the development of a strong commitment by the Lewiston School System to meet the employment related needs of its students and the local community. Cooperation from school administrators, faculty, students, businesses, state agencies, and citizens has been solicited. All activities have been designed with the purpose of encouraging cooperating parties to adopt the philosophy and techniques of secondary school based job placement services for students.

Based on this philosophical position, the project is now faced with the task toward which it has been continually directing its efforts -- effecting the adoption of job development, placement and follow-up activities according to the following order of priorities:

1) Adoption of the total project;

2) Adoption of the total project philosophy and techniques, utilizing existing school system staff, other than project staff;

3) Adoption and coordination of a significant portion of project activities by providing a workable formula for the rearrangement of some administrative, departmental and faculty priorities.

There is a firm commitment by school administrators, guidance and faculty to continue providing employment services to its students. Various avenues of continued funding are currently being explored. The Lewiston School Board has approved the motion to submit a proposal to CETA, Title VI to continue job placement functions in the fall of 1978.

During the past three years the Lewiston High School Job Placement Office has become an integral part of and a natural coordinating center for many of the career-related activities carried on at Lewiston High School. Faculty have come to rely upon the job placement staff to support and supplement their career-related classroom activities and requests are often received to visit classrooms to make presentations. Community agencies have also come to recognize Lewiston High School Job Placement as a valuable resource. Educational programs and materials have been provided to several such agencies. Students have likewise made maximum use of the project's services including the provision of instructional materials and information, personalized help in resume writing and job interviewing, and counseling and job referral services.

C. Procedures Followed

The Lewiston Job Development, Placement and Follow-Up project is under the direct supervision of Kenneth C. Jordan, Assistant to the Superintendent - Vocational Education. He supervises the project coordinator, and his office maintains all budget money and bookkeeping for auditing purposes. All local and state reporting is transmitted through the Vocational Director's office.

During FY 1975-1976 and FY 1976-1977 the office was staffed by a job placement coordinator, job placement assistant, and a manpower specialist from the local office of the Maine Employment Security Commission. In the first half of the third year of the project (FY 1977-1978) the office was

operated by a coordinator, two job placement assistants and a job placement specialist. Due to the resignations of the coordinator and an assistant, the project was operated in the final four months by the specialist and one assistant.

Basic work flow and recordkeeping procedures were adapted from those of the Maine Job Service with whom the project has established and maintained a close and cooperative working relationship throughout the past three years. The interrelationships of these and other activities is represented in Appendix A, Exhibit I of this report. An Administrative Flow Chart of the project's principal components is show in Appendix A, Exhibit II of this report.

The Job Placement Office orients the previously mentioned populations and registers all students interested in the program's services. Office staff initiates and maintains contact with employers to assess local employment needs, develops job opportunities, refers qualified applicants, conducts follow-up activities, offers work-related counseling both in the classroom and on an individual basis, organizes and implements special career-related projects and generally promotes school system, community, and statewide awareness of program activities.

With the aid of CETA, Title VI personnel, the project established and maintained a Job Placement Program for the Lewiston High School Adult Education population. During FY 1977-1978 regular evening office hours were held to provide Adult Education students with the full range of services afforded day students. The entire Adult Education population

was exposed to the office and its functions when a placement representative visited each classroom during the fall of 1977 to acquaint students with the program, answer questions, and allow them to fill out registration forms.

The Lewiston Modular Curriculum Development program has provided planning assistance and resources in the reproduction of student Learning Activity Packages on various aspects of job acquisition and job retention skills. Learning Activity Packages have been widely distributed to the entire population served by the project. They have been used in individual counseling sessions with students and in classroom instructional presentations presented by the placement staff. Faculty and staff have been made aware of and encouraged to utilize these resources in planning their curricula.

The project's curriculum efforts have been supplementary to and supportive of the existing curricula. Placement staff has provided introductory lectures, job seeking skills seminars, job shadowing experiences, career days, and various other special activities.

The project has remained flexible in its approach to meeting the employment needs of students. Appropriate individual and group counseling is directed toward improving students' job entry and job retention skills. Students' entry into the world of work is facilitated, but students are always encouraged to accomplish whatever they can on their own. Students are screened according to interests and backgrounds. Referrals are made at an appropriate ratio of three applicants for every one job opening. This ratio ensures that competition will still be a factor for applicants, while the bulk of preliminary screening is done for the employer.

D. Results; Accomplishments

The following outlines the major proposal objectives and accomplishments for each of the three years of the project. Naturally many of these activities are a continuation, refinement, and expansion of previous years' efforts. Each specific objective/accomplishment will be addressed in detail in the body of this report as well as in the Third Party Evaluations (Appendices C, D and E).

FISCAL YEAR 1975-1976

1) Needs assessment activities;
2) Contact, referral and placement activities;
3) Classroom discussions on job acquisition and retention skills;
4) Individual counseling in job-related matters;
5) Resume service;
6) Job shadowing experience;
7) Relationship with Maine Employment Security Commission and other agencies;
8) Material dissemination;
9) Contact with early school leavers.

FISCAL YEAR 1976-1977

1) Contact, referral, placement and development activities;
2) Job performance evaluation after placement;
3) Follow-up of graduates;
4) Contact with employers;

5) Feedback from employers and students on total Lewiston High School instructional program;

6) Identification and contact with early school leavers;

7) Program exposure to Adult Education students;

8) Relationship with the Lewiston Job Service and other state and local agencies;

9) Contact with apprenticeship programs;

10) Development and use of flexible career education units to be presented in group seminars;

11) Development of a means of gathering comprehensive pre-employment evaluations on all program enrollees;

12) Publishing and dissemination of a secondary school job development and placement guide for working with the Maine Job Service;

13) Local business survey;

14) Advisory committee;

15) Resume service for students;

16) Workshops.

FISCAL YEAR 1977-1978

1) Contact, referral, placement and development activities;

2) Job performance evaluation after placement;

3) Follow-up of graduates;

4) Contact with employers;

5) Feedback from employers and students on total Lewiston High School instructional program;

6) Relationship with the Maine Job Service and other agencies;

7) Advisory committee;

8) Contact with economically disadvantaged and special needs students;

9) Technical assistance to other school systems;

10) Integration of project activities into existing curriculum;

11) Promotion of structural adoption of project activities by existing Lewiston High School administration and personnel;

12) Resume service;

13) Program exposure to Adult Education students;

14) Identification and contact with early school leavers;

15) Logical conclusion of skills training for those wishing to directly enter the world of work;

16) Individual counseling in job-related matters;

17) Contact with state apprenticeship office;

18) Workshops;

19) Job Fair;

20) Job shadowing experience;

21) Publishing and disseminating a secondary school job development, placement and follow-up guide;

22) Impact survey;

23) Affirmative Action;

24) Senior survey;

25) Brochures;

26) Dissemination activities.

E. Evaluation

A Third Party Evaluation was conducted for each year of the project. The names and titles of the evaluators follow. Each evaluation is included in this report.

FY 1975-1976 Mr. William C. Murphy, Research Associate, Bureau of Labor Education, University of Maine at Orono.

FY 1976-1977 Mr. George A. Normand, Coordinator of Rehabilitation Services, Pathways, Inc., Lewiston, Maine.

FY 1977-1978 Mr. Frederick St. Cyr, Director of Vocational Education, Sanford Regional Vocational Center, Sanford, Maine.

F. Conclusions, Implications and Recommendations

During the past three years of operation, the Lewiston High School Job Development, Placement and Follow-Up Program has been successful in establishing a practical model for work-related student services. Students should be able to translate the skills, knowledge, and experience gained during their high school careers to their new endeavors in the labor market. To facilitate a smooth transition from the school environment to the world of work, the Job Placement Office has offered a variety of services including: individual and group work on job seeking, acquisition and retention skills, job referral, job performance evaluation, and individual counseling in work-related matters. The impact of these services, in terms of improved employability, is difficult to measure. Project staff have continuously received feedback from students and other individuals served by the program and have refined and modified services as necessary. Feedback has been positive and encouraging and points to the acceptance of job placement philosophy in the secondary schools as well as the critical need for such services.

Specific recommendations are addressed in detail in the Third Party Evaluations which accompany this report (Appendices C, D and E).

BODY OF REPORT

A. Problem Areas

Students who leave high school are divided into three basic groups: graduates who go on to post-secondary institutions, graduates who seek immediate employment, and those who leave high school without completing the basic requirements for a diploma. All three groups are in need of greater exposure to the realities they must confront using skills acquired through their academic and vocational training. This is the ultimate practical application of learning which we must continually stress to our young people because today's students too frequently direct or terminate their studies with little or no self-realized purpose in mind. Students who are achievement-oriented are still naive as to how they will be expected to apply their learning once they leave the classroom. They merely lend themselves well to guidance in their studies, trusting that their successful efforts will lead them "somewhere".

Classroom experience can only allude to employment situations for which students are being prepared. An organized mechanism extending the learning process outside the classroom through gainful employment and work experience situations will provide students with insights derived from real successes and failures. This extracurricular learning experience should be facilitated and monitored by the school system on a full-time basis.

Some vocational and academic programs are already implementing such job placement activities for students enrolled in their areas of study. However, these worthwhile experiences are not available to students who are not strongly committed to specific vocational preparation. Vehicles

whereby students may use employment situations to generally explore career interests remain uncoordinated and fragmented.

The program conducted a survey of the class of 1976 in October, 1975. The survey revealed that 65% of the class was employed part-time or full-time. At the same time, 65% of the class was interested in getting some employment related assistance from the program. The most significant reasons listed were: (1) lack of a job; (2) dissatisfaction with the present job; (3) reluctance to leave another alternative unexplored; and (4) wanted to know more about getting a job.

A similar senior survey, conducted in December and January, 1977-1978, revealed that 63% of the senior class was working full or part-time, 24% were not working but were interested in receiving employment assistance, and 9% were not interested in working.

The current unemployment rate for the Lewiston-Auburn area is 5.1%, yet the estimated unemployment rate for available 16-19 year olds is 11%.[1] (2½ x the local rate)

Not only do such statistics point to the need for an employment referral service for students and employers, but it also indicates a need to provide job seeking, acquisition, and retention skills that will enable employed students to move smoothly through job changes and advancements.

---

[1] Gerard F. Dennison, Manager for Labor Market Information, Lewiston District, Maine Department of Manpower Affairs, Employment Security Commission, 522 Lisbon Street, Lewiston, Maine; June 5, 1978.

B. Goals and Objectives

Specific goals and proposal objectives for each fiscal year of the project are detailed in Part D, Results and Accomplishments on page 17 of this report. After each year of operation, project staff expanded and refined original goals and objectives to more specifically meet the determined needs of the project population and local business community.

C. Description of the Project

The project has maintained an office in the Lewiston High School complex which also includes the Regional Vocational Center and has served the day and Adult Education student populations, recent graduates, early school leavers, and other area high school students. The total day school enrollment exceeds 2,200 and the Adult Education program services approximately 1,200 students. During FY 1977-1978 contact with early school leavers was expanded and special effort was made to provide these individuals with competitive job seeking skills and help in clarifying the options available to them in regards to further vocational or educational training. During the entire three years, the project registered approximately 1,900 individuals. A breakdown of these registrants is provided in Appendix B, Exhibit IV.

Job Development, Placement and Follow-Up is under the direction of Kenneth C. Jordan, Assistant to the Superintendent-Vocational Education. He supervises the program coordinator in the implementation of the project. Mr. Jordan's office maintains all budget money and bookkeeping for auditing purposes. All local and state reporting is done through his office.

During FY 1975-1976 the project was staffed by the program coordinator, funded through the operational grant and a job placement assistant whose funding was provided by a Manpower Training Division Work Experience allocation. The local office of the Maine Employment Security Commission was instrumental in securing funding for the assistant position and provided training in all pertinent office procedures. The Employment Service Division of the local Maine Employment Security Commission also provided a staff member to coordinate the sharing of information, resources and activities of mutual interest.

The staffing pattern for FY 1976-1977 remained essentially the same as in the previous year. Staff included the project coordinator funded by the project, a job placement assistant funded jointly by the project and a Public Service Employment Contract, WIN Division, and a staff member provided by the Maine Employment Security Commission.

In the final year (FY 1977-1978), the staff pattern fluctuated somewhat. Until December, 1977, the project was operated by the coordinator and a job placement assistant, both funded through the operational grant, and an Adult Education job placement specialist and an additional job placement assistant, both funded by CETA, Title VI. After the resignation of the coordinator in December, 1977, and an assistant in March, 1978, the project was operated for the duration by the Title VI personnel.

The job placement coordinator is under the direct supervision of Kenneth C. Jordan and is responsible for all aspects of the project including planning and initiating project activities, allocating work responsibilities and supervising staff, and carrying out any additional tasks assigned to him/her.

The job placement assistants are responsible for general office duties and recordkeeping and also share in the responsibility of interviewing students, making job referrals, contacting employers, and planning and implementing project activities.

The job placement specialist is responsible for carrying out general project activities and assigned tasks including job development in the Lewiston-Auburn business community, job related counseling with the project population, and the development and implementation of flexible career education units.

Registration procedures have remained essentially the same throughout the three years of the project with only the specific registration tool differing. In FY 1975-1976 students were registered by means of a personal interview during which a McBee Keysort System Card was completed (Appendix A, Exhibit III). During FY 1976-1977 and FY 1977-1978, students were asked to complete a registration form (Appendix A, Exhibit IV) with that information being transferred to a file card patterned after those used by the Maine Employment Security Commission (Appendix A, Exhibit V). The rationale behind having students fill out forms themselves was that it provided placement staff with valuable information about a student's ability to read and write, comprehend, and follow directions.

When a job opportunity is developed, the information is recorded on a job order form (Appendix A, Exhibit VI). The student registration file is probed for qualified candidates with the final selections often being made after consulting school records, guidance staff, and faculty. Students are contacted by means of a homeroom note. (Appendix A, Exhibit VII)

Usually three interested and qualified applicants are referred for each job opportunity (Appendix A, Exhibit VIII). This ratio ensures that competition will still be a factor for job applicants, while the bulk of the preliminary screening is done for the employer. Project staff have been continually aware of the stereotyped and discriminatory attitudes students often encounter in the job market and have raised such issues with students. During the screening process, staff is conscious of the traditional ways we tend to put people to work and have often encouraged students to explore jobs and careers in nontraditional areas. During FY 1977-1978, the project developed Affirmative Action Guidelines (Appendix A, Exhibit IX) detailing the office procedures for dealing with the previously mentioned issues.

All placements are followed up by a mailing to the employer (Appendix A, Exhibit X). During FY 1977-1978 approximately two hundred thirty (230) Job Performance Evaluations were mailed out with a return rate of approximately 50%. Periodic telephone contact, on-site job visits, and student/employer visits to the Placement Office have also been methods utilized by the project to maintain contact with students and employers once a placement has been made.

The program remained flexible in its approach to meeting the employment needs of students. Appropriate individual and group counseling is directed toward improving students' job entry and job retention skills. Students' entry to the world of work is facilitated, but students are always encouraged to accomplish whatever they can on their own.

D. Results and Accomplishments

The following deal with each of the specific proposal objectives and accomplishments for each of the three years of the project. For the sake of clarity, each fiscal year is dealt with separately.

FISCAL YEAR 1975-1976

1. Needs Assessment

The needs assessment activities and findings for FY 1975-1976 are detailed in the Lewiston Job Development, Placement and Follow-Up Mid-Year Report (January 5, 1976) and in the Third Party Evaluation enclosed in this report. The senior survey was conducted by visiting all senior homerooms. The Adult Education survey was conducted by visiting all Adult Education diploma courses. Other statistical information was gathered from published reports of the Maine Employment Security Commission, Manpower Research Division, and a fact sheet from the Maine State Department of Educational and Cultural Services, Adult Education Division. Unanalyzed data was collected from contact with local employers and personal interviews with students.

2. Contact, Referral and Placement Data

Appendix B, Exhibit I presents a breakdown of all contact, referral and placement activities for FY 1975-1976. The accumulated file of employers was expanded and used for reference in future program endeavors. All student and employer information

is kept confidential to ensure privacy and trust among all parties involved in program activities.

3. Classroom Discussions

During FY 1975-1976 the program coordinator, at the invitation of faculty, conducted a number of classroom discussions on job attitudes. Mock interviews were frequently held and students were encouraged to freely express their views. Brief orientations on the services offered by the Job Placement Office were always given, and students were encouraged to visit the Job Placement Office to complete a registration card.

4. Job Counseling

Individual job counseling in the program office occured on a continuous basis. These sessions were geared toward exploratory self-assessment of career interests, preparation for job interviews and analyses of problems that were occuring on a present job. Through contact with employers and students, problem areas with current jobs were frequently detected. Counseling in these situations was directed toward helping the student make decisions in a responsible manner. Students were generally encouraged to stick with the job they were holding, unless the situation became intolerable. It is felt in this way a student would learn how to confront employment problems rather than run from an uncomfortable situation.

5. Resumes

Classroom presentations were made on the composition of a personal resume. Copies of a Learning Activity Package on the letter of application and resume, produced by the Lewiston High School Modular Curriculum Development Program, were also used as guides for individual resume development. After a student composed a good personal resume, copies were reproduced by program staff and given to the student. Some copies were also kept on file in the Job Placement Office. When students who had produced resumes were referred, the referral slip was routinely stapled to a copy of their resume. Positive responses were received from employers when they interviewed students who possessed resumes.

6. Job Shadowing

Career interests of eighty-eight (88) students in four (4) Vocational English classes were inventoried. On April 8, 1976, these students were placed for one working day in nonpaying job situations that closely matched their individual interests. A total of fifty-six (56) local employers participated. As much as possible, each student was allowed to experience the environment and functions of their expressed interest. Each student and employer was asked to evaluate the experience. The response was overwhelmingly positive. Prior to the experience, most of these students were not very

receptive to classroom discussions on job attitudes. After the job shadowing experience, the students enthusiastically expressed opinions on a variety of job-related topics.

7. Maine Employment Security Commission

During FY 1975-1976 the local Maine Employment Security Commission office, Job Service Division, provided an experienced staff member to act as liaison. This staff member provided assistance in job development, student interviewing, job counseling, instruction in all Maine Employment Security Commission office work flow and recordkeeping procedures and generally participates in all school Job Placement Office functions. The Maine Employment Security Commission was also responsible for securing funding for and training an individual for clerical and administrative assistance. All daily Maine Job Bank listings were made available to the program, and a cumulative Maine Job Bank computer printout of all school office activity was maintained. Printed materials relating to job entry and job retention skills were provided, and the local Maine Employment Security Commission office accommodated employer interviews for program referrals.

The Maine Employment Security Commission benefited from this relationship by having greater proximity and familiarity with the local student population, from which a more complete and up-to-date student employment file can be maintained. Greater visibility to the local educational community was ensured, and all referral and placement data was recorded in the Maine Job Bank computer.

Other Agencies

The local office of the Androscoggin Comprehensive Training Program was most helpful in providing information and resources. The Job Placement Office handled school system publicity for A.C.T.'s summer youth employment program and affected placements for some of A.C.T.'s clients.

The Vocational Rehabilitation Division of the Maine Department of Human Services accepted referrals of handicapped students and the Occupational Training Center evaluated two Special Education students.

8. Dissemination Activities

The program conducted the following dissemination procedures during FY 1975-1976:

a) Periodic progress reports to the Superintendent and Board of Education;

b) Semi-annual and annual report to the Maine Department of Educational and Cultural Services;

c) School public address announcements;

d) Posting of job opportunities and related items of interest;

e) Monthly articles in the school newspaper;

f) Appearance before a civic organization;

g) Periodic meetings with other exemplary programs to share information.

9. Dropouts

Identification and contact information for reaching dropouts was effected by using the Lewiston High School Guidance Department's dropout list. Also, an independent dropout study was being conducted for the Lewiston School System by an individual funded through the Maine Department of Educational and Cultural Services. This individual disseminated Job Placement Office information in the course of interviewing dropouts and provided contact information to program staff. A total of twenty-three (23) placements resulted from working with dropouts, and during counseling sessions, dropouts were encouraged to complete requirements for a high school diploma through the Lewiston High School Adult Education Program if they did not want to return to day school. The Maine Employment Security Commission was at times helpful in identifying potential dropouts. When a young person who was obviously a day student approached the Maine Employment Security Commission looking for full-time employment during school hours, this information was immediately relayed to the Job Placement Office, and the student's guidance counselor was subsequently informed of the student's intent.

FISCAL YEAR 1976-1977

1. Contact, Referral, Placement and Development Activities

Appendix B, Exhibit II, of this report gives a detailed breakdown of all program contact, referral, and placement activities for FY 1976-1977. In comparison with the reported contact, referral

and placement activity report for FY 1975-1976 (Appendix B, Exhibit I) it can be noted that a significant expansion of activity took place during FY 1976-1977. In addition, the program developed a total of four hundred seventy-seven (477) job opportunities during FY 1976-1977 as compared to a total of two hundred sixty-nine (269) job opportunities developed during FY 1975-1976.

2. Job Performance Evaluation After Placement

A total of two hundred ninety-six (296) Job Performance Evaluation Follow-Ups were completed by return mailings during FY 1976-1977. These evaluations provided useful information on how the placement was doing, now the employer viewed the student's skills preparation and indications from employers of willingness to support career education curriculum activities in the community. Students were purposely made aware that such evaluations occured, and it often served as additional motivation to perform well on the job. Any indications of problems were immediately followed up. Frequent periodic telephone contact and less frequent job site visits were also used as a means of monitoring student-employees' job experiences. Most employers responded favorably to the project's expression of interest, whereas project staff were always sensitive to employers viewing too frequent follow-up contacts as harrassment. Expanded use of such follow-ups will be attempted to identify trends for curriculum feedback.

3. Follow-Up of Graduates

During FY 1976-1977 the project did not succeed in its attempts to coordinate a complete follow-up of graduates in conjunction with the guidance department. Discussions on the subject became overly involved with the logistics of the activity and the designing of the follow-up survey questionnaire. Interest in the joint endeavor remained moderately high.

4. Contact with Employers

Previously reported data concerning the number of job opportunities developed during FY 1976-1977 gave a clear indication that contact with employers was maintained at a high level.

5. Feedback from Employers and Students on Total Lewiston High School Instructional Program

Previously reported data indicated that this was done to a certain degree in the form of the Job Performance Evaluation form; however, no formal reporting to the school system was carried out.

6. Identification and Contact with Early School Leavers

During FY 1976-1977 the project increased its efforts to contact dropouts. The guidance department dropout listings were always available to the project coordinator. The Lewiston Job Service would readily report any contact with students who were obviously seeking full-time employment during school hours, and

it was found that dropouts were becoming increasingly aware of project activities and would often initiate contact themselves. Actual placement of dropouts remained a difficult problem. Close coordination with the guidance department was maintained and the project was entrusted with a significant number of referrals for employment counseling. It was the opinion of the project coordinator that efforts should be intensified to gain greater acceptance of dropouts among employers and that the project should act as a catalyst to focus a system-wide commitment to better prepare this type of student on work attitudes. The project made a significant number of dropout referrals to the Androscoggin Comprehensive Training Program and other local youth service agencies.

7. Program Exposure to Adult Education Students

The program expanded its active file from sixty-one (61) contacts (Fy 1975-1976) to seventy-nine (79) contacts (FY 1976-1977). The program coordinator did maintain infrequent office hours during evening sessions, particularly when a job opportunity arose that could not be filled by a currently active Adult Education student. Other Adult Education contacts were effected by the following:

1) Follow-up of students who left day school to enter Adult Education classes;

2) Adult Education students visiting the program office during the day;

3) Referrals of Adult Education students from the Lewiston Job Service;

4) Referrals from administrators, guidance counselors and teachers.

During FY 1976-1977 program staff found it virtually impossible to adequately serve the entire Adult Education enrollment. The demands of daytime activities became overwhelming at times and the ratio of productivity for daytime activities far outweighed that of evening activities. To this end, the program coordinator wrote a CETA Title VI proposal for a full-time Adult Education job placement specialist and clerical person. The proposal was transmitted by the school system with the endorsement of the Adult Education Director.

8. Relationship with the Lewiston Job Service and Other State and Local Agencies

During FY 1976-1977, the Lewiston Job Service contributed one staff member, a Manpower Specialist II, to work as a liaison and active member of the program staff for at least five (5) hours per school day. This person was instrumental in maintaining all office records which contributed to the utilization of the Maine Job Bank Computer for retrieval of information. Because this person also worked creatively and diligently with students, the program's scope of activity and achievement was virtually doubled over the previous year. The Lewiston Job Service also contributed bulk mailing privileges, increased its student job opportunity development support

and made numerous referrals to the program. The assistant manager of the Lewiston Job Service has begun to accompany the program coordinator to make presentations at Job Placement workshops held at various sites in the state for secondary school and youth service agency representatives.

Expanded cooperative efforts were undertaken with the Androscoggin Comprehensive Training Program (ACTP) in the following areas:

1) Mutual assistance in job site development;

2) Management of the ACTP In-School Program (part-time jobs for disadvantaged youth, including one Special Education student);

3) Program referrals to the ACTP;

4) Dissemination of ACTP information (particularly for the Summer Program for Economically Disadvantaged Youth (S.P.E.D.Y.);

5) Mutual planning for the design of future youth programs.

Close contact through referral activity was maintained with the Maine Department of Human Services, Work Incentive Program (W.I.N. Division of the Maine Employment Security Commission); Auburn Y.W.C.A. Intervention Program; Maine State Office of Probation and Parole (Androscoggin County); Lewiston Police Department Youth Bureau; St. Andre's Home (Lewiston); Medical Explorers (C.M.G.H.); Upward Bound; Maine Talent Search; and Pathways, Inc. The program conducted a workshop at Lewiston High

School on February 5, 1977. Each of the above agencies were invited to make presentations during the workshop, and the resulting discussions proved to be a significant opening of communication between school system representatives and agencies - in some cases, among agencies themselves.

9. Contact with Apprenticeship Programs

Contact was made with several apprenticeship programs in Maine and elsewhere. Whenever application materials were received, they were posted outside the program office or given directly to trades and industries instructors. It was realized that this activity often represented a duplication of effort with the guidance department, but it was felt that this increased dissemination of information to be worthwhile. Late in the year, the program made contact with the Maine Apprenticeship Council in Augusta. This source of information proved useful in future activities.

10. Develop and Implement Flexible Career Education Units to be Presented in Group Seminars

The Lewiston Modular Curriculum Development Program produced a great variety of Learning Activity Packages on career education matters. It was therefore unnecessary to initiate the production of such units through the Job Placement Office. As a result, the Job Placement Office purchased production supplies to print existing units. These units were used to help students develop

resumes, prepare for job interviews and conduct mock job interviews. The program coordinator also participated in the making of five (5) video-taped mock interviews with Cooperative Education students. These materials were utilized for career education classroom activities conducted by the program coordinator at the invitation of faculty.

11. Develop a Means of Gathering Comprehensive Pre-Employment Evaluations on All Program Enrollees

This was not done systematically as originally proposed. Faculty and guidance staff were still consulted and previous employment experience monitored by the program was considered. A comprehensive means of pre-employment evaluation still remains an unsolved issue for the program. Establishment and maintenance of a system such as the Singer Vocational Evaluative System or the Jewish Employment Vocational Service (JEVS) would be too expensive and would require additional staff. Present methods are subjective and incomplete. The proposed method for FY 1976-1977 would have likewise been too subjective and time consuming. The use of interest inventories was considered, but ruled out because of excessive cost in money and time; and the use of such instruments has statistical validity for counseling and career exploration, not placement determinations.

12. Publish and Disseminate a Secondary School Job Development and Placement Guide for Working with the Maine Job Service

Preliminary work has been done on this guide book, but a final draft was not completed in FY 1976-1977.

13. Conduct a Local Business Survey during August and September, 1976, to Determine Employment Trends for the Upcoming Academic Year

This was not done because the program secured contact information from the Lewiston Job Service for all area employers with fifteen (15) or more employees, and predictive Labor Area Surveys from the Manpower Research Division, Maine Department of Manpower Affairs. Instead, a mass mailing to area employers was conducted with the aid of Lewiston Job Service bulk mailing window envelopes.

14. Establish an Advisory Committee Consisting of Faculty, Students, Local Businessmen and Responsible Citizens

A formal advisory committee was not established. Consultations were periodically sought with representatives of the above groups, but final priority determinations of program activities were made by the program coordinator. An advisory committee is still considered to be a meaningful endeavor, and the program coordinator feels that failure to meet certain proposed objectives of FY 1976-1977 is a direct result of not forming an advisory committee. This objective will be realized in FY 1977-1978.

15. Resume Service for Students

The Learning Activity Package, Your Resume, developed by Donald C. Cannan, Lewiston High School Cooperative Education Coordinator, and produced by the Lewiston High School Modular Curriculum Development Program, was presented to students as individual homework assignments during office counseling sessions and classroom groups. Once students composed their personal resumes, the resumes were reproduced in multiple copies. On March 7, 1977, a proposal was submitted and awarded for an Exemplary Program Grant to develop resumes for the entire Lewiston High School class of 1978. Resumes were composed as a curriculum exercise in the English classes of all class of 1978 students. This proposal contained provision for photographic apparati, which allowed the reproduction of photographs on the final resume copies. A sample of such a resume is depicted in Appendix A, Exhibit XI.

16. Workshops

The program coordinator organized a workshop on job preparation and job placement for Androscoggin County high schools (Lewiston High School) on February 5, 1977. The program coordinator also helped to organize a similar workshop for York County high schools (St. Francis College - Biddeford) on December 7, 1976. The program coordinator made workshop presentations at the following other workshops:

a) April 1 & 2, 1977 - workshop of teachers of programs for the disadvantaged and handicapped students (H.O.M.E., Inc. - Orland, Maine);

b) May 18, 1977 - Kennebec County workshop on Job Development, Placement and Follow-Up (Capital Area Regional Vocational Center - Augusta);

c) May 26, 1977 - Exemplary programs workshop for Southern Aroostook Vocational Education - S.A.V.E. (Ricker College - Houlton).

FISCAL YEAR 1977-1978

1. Contact, Referral, Placement and Development Activity

Appendix B, Exhibit III, gives a detailed breakdown of all program contact, referral and placement activities for FY 1977-1978. It can be noted that an expansion of contact took place from 1,473 in FY 1976-1977 to 2,054 in FY 1977-1978. A similar expansion took place in referral activity from 1,014 in FY 1976-1977 to 1,352 in FY 1977-1978.

A slight decrease in the number of placements took place from 374 in FY 1976-1977 to 300 direct job placements and 16 placements via youth services programs in FY 1977-1978. Additionally, the project developed a total of 625 job opportunities in FY 1977-1978 as compared with 477 job opportunities developed during FY 1976-1977.

2. Job Performance Evaluation After Placement

A total of 230 Job Performance Evaluation forms were mailed out during FY 1977-1978 with a return rate of approximately

50%. These evaluations provided useful data on the general performance and skill levels of placements, general work habits and attitudes, how adequately the employer viewed the student's high school preparation and suggestions for improvements, and the employer's willingness to support and participate in school-sponsored career-related activities. These evaluations were often followed up by periodic telephone contact to further assess and gather information concerning the student's adjustment to his/her new working situation. Both students and employers have initiated contact with the Placement Office to let staff know how things are going and/or to seek assistance with a specific problem. Placement staff are always willing and available to act as a third-party mediator should either student or employer feel a need for such assistance. Placement staff have found employers receptive to and genuinely interested in providing useful feedback on placements. The general attitude has been a real concern with adequately preparing individuals to meet the challenges of job hunting, acquisition and retention.

3. Follow-Up of Graduates

In the fall of 1977 a graduate follow-up form was developed and mailed to the class of 1977, a total of 425. Thirty-five percent (35%) of the follow-ups were returned which revealed that of those responding 47% were employed, 40% were attending post-

secondary school, 5% had joined the armed services, and 8% were unemployed. Systematic and comprehensive contact with these unemployed graduates was not completed, largely due to the time limitations of project staff; however, Appendix R, Exhibit III, reflects substantial contact and placement of recent graduates. Graduates' records were often consulted when a job opportunity was developed which was not appropriate for the general student population.

4. Contact with Employers

At the outset of the 1977-1978 program year, informational letters outlining the project's objectives and services were mailed to 204 area employers. Mass mailings were also utilized during the Christmas season to remind employers of the large pool of qualified applicants available to fill their manpower needs. Continuous daily telephone contact was maintained at a high level throughout the year, which is reflected in the large number of job opportunities developed. Job Placement staff also made numerous personal visits to employers to introduce the program, outline its services, and assess the employer's needs. Approximately 70 employers were contacted in this manner during the course of the 1977-1978 fiscal year.

5. Feedback from Employers and Students on Total Lewiston High School Instructional Program

This information was not collected in any systematic, comprehensive way, however, valuable information regarding employers'

and students' perceptions of the relevancy and adequateness of high school preparation can be extracted from the Job Performance Evaluations, Graduate Follow-Up Questionnaires, Impact Survey, as well as from individual contact with students and employers.

6. Relationship with the Maine Job Service and Other Agencies

The project has continuously maintained a close and cooperative working relationship with the local office of the Maine Employment Security Commission. Although a Job Service liaison person was not available to the project during the 1977-1978 fiscal year, the Commission did provide two staff persons to participate in mock interview situations with students and provide feedback on students' performance. Almost daily telephone contact and a general sharing of information was maintained with the local Maine Employment Security Commission.

The project has also maintained a high level of contact with numerous local, county, and state agencies. To become more informed concerning the variety of available community services, the project contacted: Pathways, Inc., Tri-County Mental Health Services, Vocational Rehabilitation, Internal Revenue Service, Maine Human Rights Commission, Task Force on Human Needs, and the University of Maine Adult Education and Community Services Office. Referrals are made to and accepted

from the Androscoggin Comprehensive Training Program which includes the In-School Program, On-The-Job Training and Work Experience Programs, and the Training Readiness for Youth Program. Referrals are also accepted from the State Office of Probation and Parole, the Maine Employment Security Commission, the Y.W.C.A., and other school districts.

7. Advisory Committee

An advisory committee was established and met for the first time on February 28, 1978. A list of the membership is included in this report (Appendix A, Exhibit XII). That group is recognized as a valuable resource and support unit for any job development effort and should be utilized to its full advantage. Unfortunately, the project's advisory committee was not activated until late in the program's duration and did not have ample time to have much impact, although it did provide project staff with valuable feedback and suggestions.

8. Identify Economically Disadvantaged and Special Needs Students

Placement staff have been acutely aware of the special employment related needs of economically disadvantaged and handicapped students and have attempted to deal with these issues on an individual basis. As stated earlier, referrals have been accepted from the Office of Probation and Parole

and the Androscoggin Comprehensive Training Program. Staff often consulted with the Lewiston High School Special Education Department in an attempt to assess individual student's maturity and work readiness levels. The project was successful in placing one Special Education student in a volunteer situation in a local hospital, allowing her the opportunity to experience a realistic work environment. The Androscoggin Comprehensive Training Program - In-School Program, which is geared towards providing employment for "troubled youth", was utilized considerably for those students meeting the eligibility criteria. The active file was screened for such students, referrals made, and 16 placements resulted. There has also been a close working relationship with the Job Development component of the A.C.T.P. A general sharing of information has resulted which has been beneficial to clients of both programs.

9. Technical Assistance to Other School Systems

In February of 1978 the project contacted the superintendents, principals, and guidance directors of each of five area high schools to extend an invitation to visit the office, observe daily operating procedures, and speak with staff members. Several school systems responded to this invitation and placement staff met with representatives from Oak Hill High School, Leavitt Area High School, and the Auburn school system to provide general information concerning the program at Lewiston and discuss issues regarding their own efforts to develop a similar function.

10. Integration of Project Activities into Existing Curriculum

Placement staff developed a ten day Job Seeking Skills Sequence (Appendix A, Exhibit XIII) which is delivered within the regular classroom structure. Five vocational classes were selected to receive the Sequence initially because it was felt that many of these students would be looking for full-time employment immediately upon graduation. Departmental heads and faculty were most receptive to placement staff providing these skills in the classroom. Once the Sequence became known, faculty began making requests to provide the Sequence in their classes. Throughout the year project staff also made numerous visits to classrooms to acquaint students with the project and its services, answer specific questions, and conduct career-related discussions and lectures.

11. Promotion of Structural Adoption of Project Activities by Existing Lewiston High School Personnel and Administration Units

This objective has been accomplished in part by actively disseminating job placement philosophy, structure and activities in the total Lewiston High School community. Much of this promotion has been done on an informal basis when project staff have talked with faculty and staff about the rationale and purpose of job placement services. The Secondary School Based Job Placement Guide is one concrete result that will do much to further disseminate and promote project activities.

12. Resume Service

The importance of a resume as a basic job seeking tool is continually stressed by project staff. During FY 1977-1978 the program was very active in assisting students in the preparation and updating of their personal resumes. Students were assisted in classroom situations as well as on an individual basis. Staff also provided technical assistance and typing services to several English instructors who were covering resumes as part of their regular class activities. The Lewiston High School Graphic Arts Department provided the actual printing of resumes. Each senior student received instruction in preparing a resume through the English Department and were given additional printed copies to use in the job seeking or college application efforts.

13. Program Exposure to Adult Education Students

The Adult Education Program of Lewiston High School serves approximately 1,200 students. Many of these individuals are former day students who have, either through necessity or by preference, opted to attend classes at night in order to pursue careers during the day. Many others, after being away for a number of years, have returned to school in order to work towards their GED or high school diploma. Still others are attending vocational or academic courses for their own personal self-growth, relaxation, and/or creative enjoyment.

In order to offer this large segment of Lewiston High School's population the same services afforded day students, the Job Placement Office expanded its working hours in order to assist Adult Education students in attaining their employment goals. From October, 1977, to December, 1977, the Placement Office, operated by a Title VI job placement specialist and job placement assistant, was available to students and interested others from 6:00 p.m. to 9:00 p.m. three nights a week and from January, 1978, to June, 1978, one night a week. Services included job counseling, assistance in and actual preparation of resumes, job referrals, and job performance follow-ups. Whenever appropriate, the Placement Service also made referrals to community social service agencies, training programs, and vocational and educational facilities.

The Job Placement staff began its attempts to make Adult Education students aware of its services by posting notices outlining office hours and services in Adult Education classrooms and on bulletin boards throughout the school building.

During the first week of expanded operation, notices were distributed to all Adult Education instructors asking for their cooperation in publicizing the availability of the Placement Service. The notices, describing the Placement Services and hours of availability, were read to each class.

Between October 4, 1977, and October 31, 1977, each Adult Education classroom, a total of 64, was visited by a Placement Office representative who presented a brief introduction to the program and its services, allowed students to fill out registration forms, and answered any questions that arose. Instructors were notified in advance by a memo which explained the purpose of the visit as well as the date and time to expect it. In addition, handouts containing all pertinent Placement Office information were distributed to all interested students.

On November 2, 1977, a representative of the Job Placement Office served as a panel member of a program entitled "Services Offered to Our Students". This program was conducted as part of the agenda of the monthly Parents Organization meeting held by the guidance department. A brief presentation was made outlining the Job Placement services to both day and evening students, recent graduates and dropouts.

14. Identification and Contact with Early School Leavers

School and guidance lists identifying early school leavers were available to project staff. All recent early school leavers were contacted by means of a card which offered assistance in seeking full or part-time employment. Contact, referral and placement activity during FY 1977-1978 was maintained at a high

level. A contact log was kept for the period of January, 1978, to June, 1978, which reflected data on the number of cards sent, call-ins, call-outs, and office visits. It is project policy to notify the appropriate guidance counselor when a student indicates an interest in leaving school.

15. Logical Conclusion of Skills Training for Those Wishing to Directly Enter the World of Work

This objective was accomplished in part through the senior survey which solicited information concerning student's plans after graduation and their need for assistance from the Placement Office. The Job Fair held in April, 1978, also gave senior students the opportunity to meet with prospective employers and realistically assess the employment market that they would soon be entering. Normal development and referral activities are also focused on the graduating senior in the spring of each year. Departmental heads are often contacted to help publicize job opportunities in specific career areas and to make referrals.

16. Individual Counseling in Job Related Matters

Placement staff met on a daily basis with the project population to discuss job hunting, acquisition, and retention skills, post-placement issues, and make job referrals. Students are encouraged to stop by at a time they are free to talk at

length with the staff. If necessary, appointments are scheduled for students to ensure that they have a time reserved to speak with the placement staff.

17. Contact with Apprenticeship Programs

Contact with the Maine State Apprenticeship Council was initiated in February, 1978, for the purposes of gathering information concerning available programs throughout the state. The project also maintains a file on apprenticeships which is available to students upon request.

18. Workshops

On May 11 and 12, 1978, placement staff participated in two, one-day workshops entitled Job Development, Placement and Follow-up, sponsored by the Maine State Department of Educational and Cultural Services. Morning presentations were made regarding the general operating procedures of the Lewiston program, job placement models to consider, and administrative and work flow schemes. The afternoon session was spent in allowing participants to work with members of their own geographic areas in devising plans for their own job development effort. Enthusiasm for and interest in the concept of job placement was high and there was an active exchange of questions and ideas in both workshops.

19. Job Fair

On April 27, 1978, the project sponsored a Job Fair which brought approximately 20 area employers to Lewiston High School to speak with graduating students about their present or anticipated employment opportunities, answer specific career-related questions, and generally begin to acquaint students with the interviewing process. Placement staff began preparing seniors months in advance for their interviews with employers by assisting them in preparing and up-dating resumes and providing seminars and individual help on filling out application forms and job interviewing skills.

20. Job Shadowing Experience

In May, 1978, the project assisted the Business Department in coordinating a job shadowing experience for twenty-three (23) students. Students chose a business they had a career interest in and visited that business for a full working day to observe and/or actually participate in the routine work. These students had also been exposed to the Job Seeking Skills Sequence which gave them the opportunity to participate in a mock interview with an actual employer from the community.

21. Publishing and Disseminating a Secondary School Job Development, Placement and Follow-Up Guide

A secondary school job development, placement and follow-up guide was written in the spring of 1978 and has been disseminated.

The guide outlines a workable model that can be utilized and adapted by any secondary school wishing to develop a job placement capability.

22. Impact Survey

In order to assess the impact of the project's services on the population served, the project developed and conducted an Impact Survey (Appendix A, Exhibit XIV). Three similar questionnaires were developed and mailed to the placement, parent of the placement (if appropriate) and the employer. The survey population was drawn from all currently working placements between September, 1977, and October, 1977. A total of 124 questionnaires were mailed out with a return rate of 80%. The survey collected information concerning respondents' feelings about work attitudes, job satisfaction, working conditions, the value and financing of the Job Placement Office, attitudinal and more concrete changes since employment, and skills needed for the job. Additional comments were encouraged. Following is a sample of such comments/suggestions:

STUDENT IMPACT QUESTIONNAIRE

"I think every student should come to this office if they are having difficulties in finding a job."

"They got me a job as a dishwasher where I learned the value of hard work, but it led to better things, I now work as a kitchen person in a hospital."

EMPLOYER IMPACT QUESTIONNAIRE

"I wish we had openings for all the students that applied. Some of them impressed me very highly."

"I have found the personnel at Lewiston High School Job Placement Office very cooperative in helping to find the right person for the requirements. I feel this is one of the best ways of solving the employment problems both from the students viewpoint and the employers viewpoint."

PARENT IMPACT QUESTIONNAIRE

"I find it helpful for the students because they feel that someone shows interest to the students who do want to work. I find that it is not so discouraging for them to find decent work."

"The Job Placement Program has helped my daughter to have responsibility and train her for a good job for the future."

"Working keeps him off the streets, gives him spending money. He is able to have things we couldn't afford to give him."

"The only feeling I would like to express is that the Placement Program has helped my son in seeing the values of working and saving for needed items. I think that Lewiston High School Job Placement can be of great value to students."

23. Affirmative Action

Placement staff have been continually aware of the biased and stereotyped attitudes students often encounter in the job market as well as the traditional roles we tend to channel male and female students who are making career choices.

To encourage nondiscriminatory treatment and to make students aware of the issues involved, the projected developed an Affirmative Action Policy (Appendix A, Exhibit IX) outlining general office operating procedures.

Project staff have also made a conscious effort to discuss these issues with employers and encourage them to rethink their criteria for employment. Realistically, this change comes about very slowly and project staff can only hope to begin raising the level of awareness in the business community. Actual change can only be effected by a concerted effort on the part of schools, business community and state and local agencies.

24. Senior Survey

During December and January, 1977-1978, a project representative visited each senior homeroom to present a senior registration form and remind students of the employment-related services available to them. A total of 388 registrations were completed (85% of the senior class) and revealed that 63% were working full or part time, 24% were not working but interested in placement assistance, 9% were not interested in working, and 4% did not answer. Each registered senior received a homeroom note asking them to visit the Job Placement Office to discuss their plans after graduation. At that time project staff was able to collect information concerning the students' education and work experience background, skill level, and need for job seeking and acquisition skills. A concentrated effort was made each spring to develop and refer graduating seniors to appropriate, meaningful full-time job opportunities.

25. Dissemination Activities

During FY 1977-1978 the project maintained a high level of visibility in the school, business, and general community. Every effort was made to keep all sectors aware of project activities. Support, advice and individual time was often forthcoming from all areas. Employers volunteered their time to participate in many career-related activities with feedback concerning the maturity and job readiness of Lewiston High School students which often was very positive and encouraging. The media was also utilized to its full advantage to make the community aware of project activities. Examples are included in Appendix F, Exhibits I, II, III, IV and V.

26. Brochure

To help promote visibility and establish an identity, the project developed a brochure in the fall of 1978. These were disseminated throughout the local business community, Lewiston school system, area high schools, and the entire state. It is felt that a creative, attractive idea such as the Job Placement brochure does much to publicize and promote project services. One recommendation would be that such a brochure be developed and disseminated early in the project's duration.

E. Conclusions, Implications and Recommendations

During the past three years the Lewiston High School Job Development, Placement and Follow-Up Program has been successful in establishing a practical model for work-related student services. The project has maintained the profile of a supportive resource, while continuing to stress the idea that a secondary school based job placement service for students provides: (1) a vehicle for career exploration and experiential learning that can only be supported, but not completed, in the classroom; (2) a mechanism which can effectively and efficiently provide needed job seeking, acquisition and retention skills; (3) greater educational involvement of local employers and the community at large by providing paying work sites, their own training programs, realistic counseling and feedback on curriculum effectiveness; (4) an effective line of communication for student referrals to local, county and state agencies that deal in work related youth services; (5) a logical conclusion of skills training for those who wish to directly enter the world of work upon graduation; (6) economic benefit which is frequently a necessity for area students; (7) an attractive incentive for potential dropouts to stay in school; (8) a vital link to students who have already left school (both dropouts and graduates); and (9) central coordination for all related activities.

The Job Placement Office has become a well accepted and integral part of the total Lewiston High School community. Project staff have continually encouraged and solicited the support and participation of faculty, staff and administration in all program activities. Job Placement is seen as an appropriate coordinating center for career and employment

related activities and many have come to view the project's services as a natural and necessary extension of academic and skill training. Referrals have come from school administrators, guidance personnel, and faculty. Outside agencies, including the Maine Employment Security Commission, the State Office of Probation and Parole, and the Androscoggin Comprehensive Training Program have continually made referrals to the project demonstrating the belief that such a service is appropriate and of value to both students and the community in general.

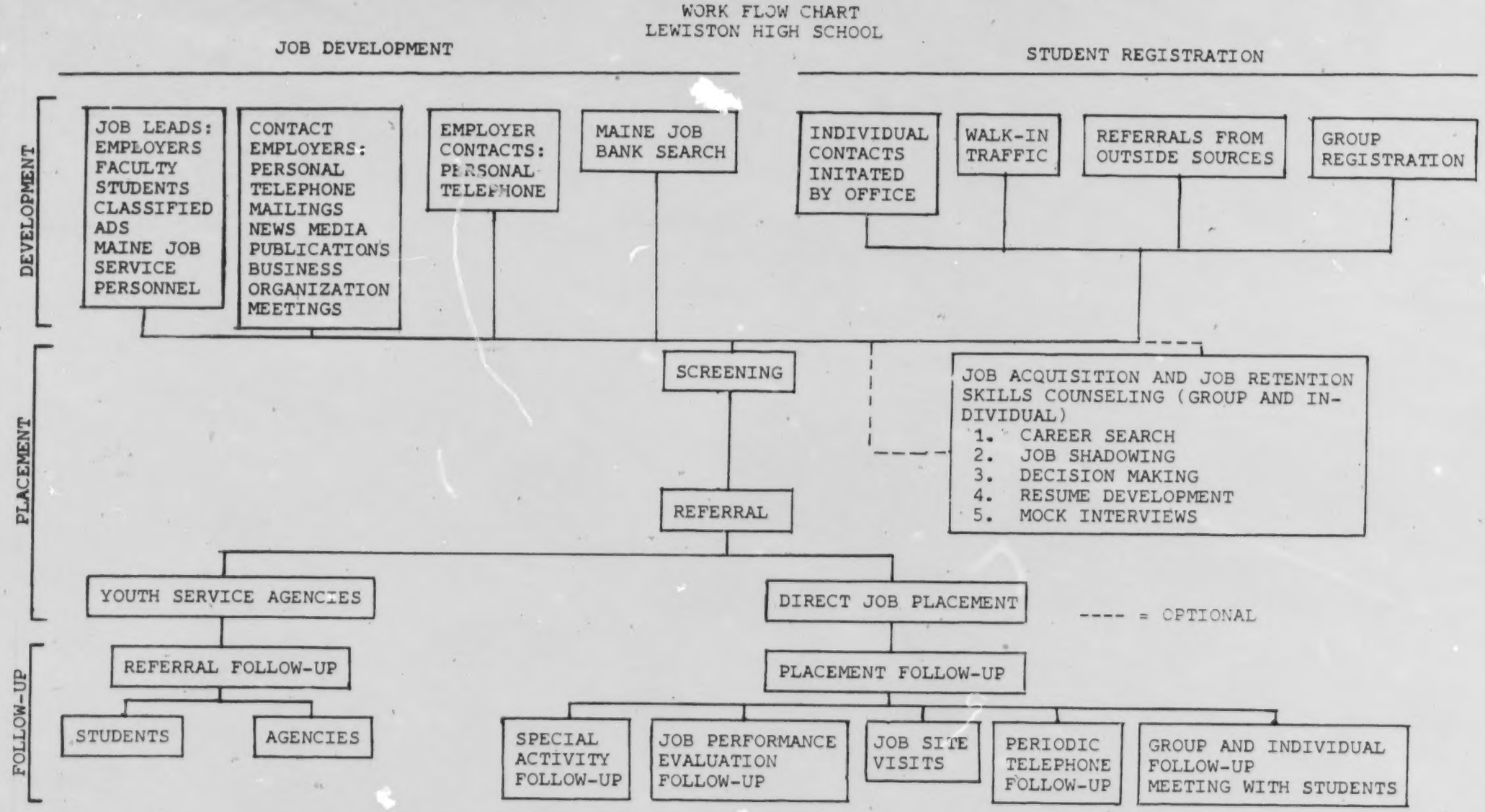
While the impact of project services on individual students is difficult to measure, the hard fact remains that during the past three years the project has placed over 850 individuals in paying work situations.

The primary recommendation project staff has to make is that there be a firm financial commitment from the Lewiston School System to ensure the continuance of a job placement function at Lewiston High School. Many concerned administrators and personnel are dedicated to the continuance of the program through whatever financial means available - the primary source being federal monies. This is encouraging, but it is felt that there needs to be an intense effort made to establish Job Development, Placement and Follow-Up services on a permanently funded basis. The value of such services has been demonstrated; the task at hand is to continue fostering a climate of acceptance and commitment to the need for employment related services at the secondary school level.

Additional specific recommendations are addressed in the Third Party Evaluations which accompany this report (Appendices C, D and E).

APPENDIX A

WORK FLOW CHART
LEWISTON HIGH SCHOOL



DISSEMINATION ACTIVITIES SHOULD BE CONDUCTED WITH OTHER SCHOOL SYSTEMS, STATE AGENCIES AND THE LOCAL COMMUNITY.

EXHIBIT I

ADMINISTRATIVE FLOW CHART
REGIONAL VOCATIONAL TECHNICAL CENTER OR VOCATIONAL REGION MODEL

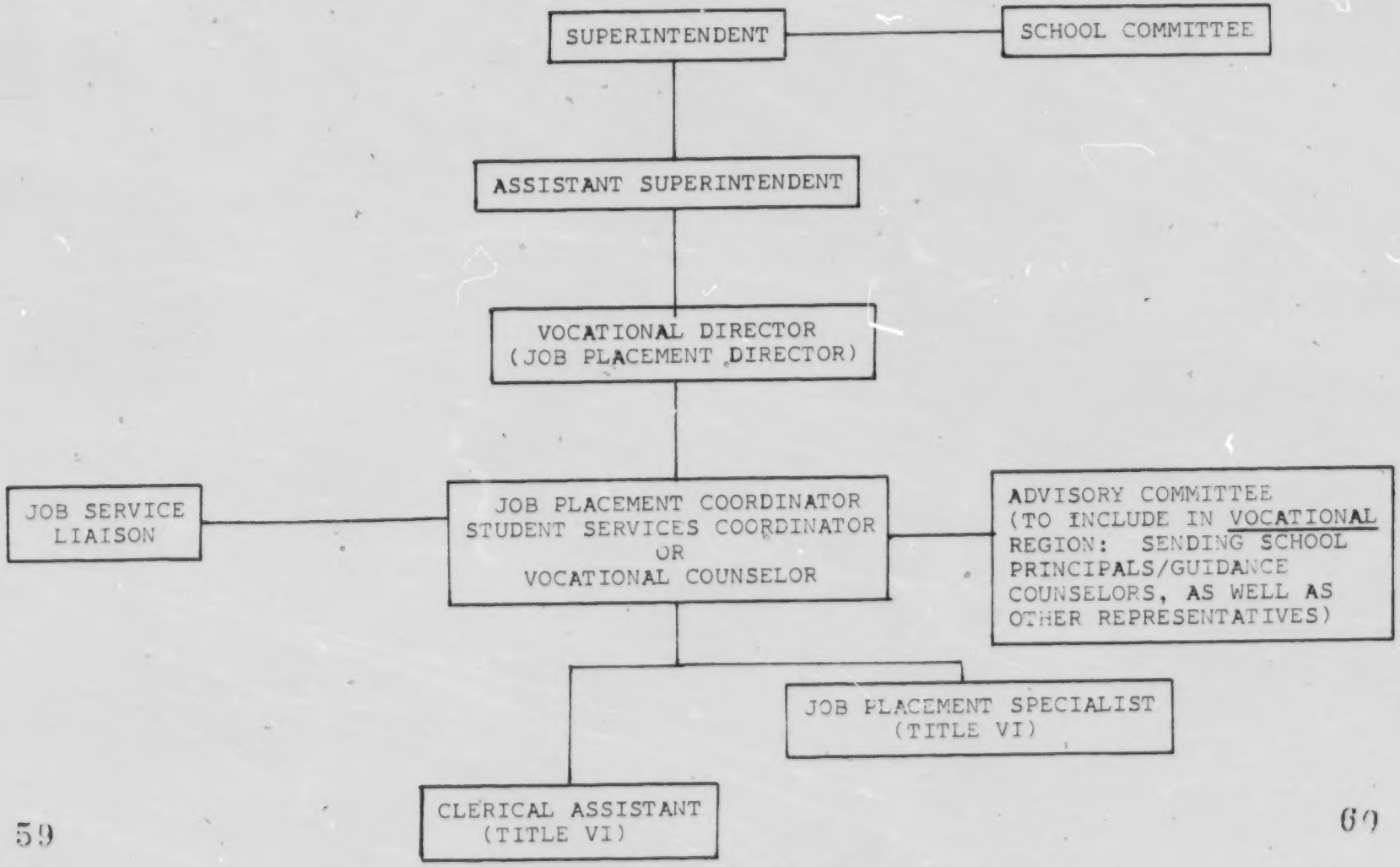


EXHIBIT II

EXHIBIT III

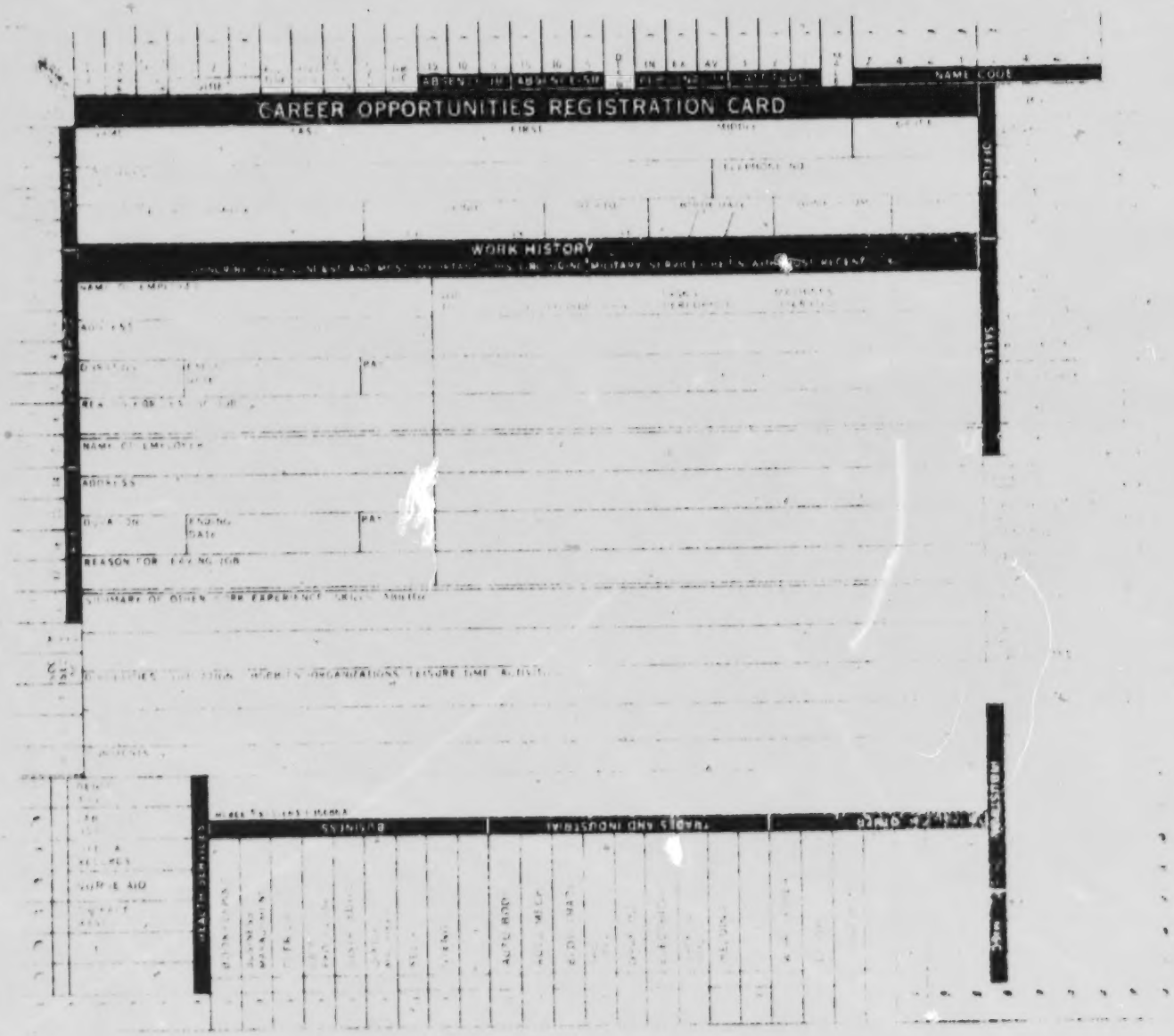

NAME CODE
CAREER OPPORTUNITIES REGISTRATION CARD
WORK HISTORY
SKILLS

EXHIBIT IV

JOB PLACEMENT REGISTRATION

PLEASE PRINT

Name:_____
last first middle initial

Address:_____
street city state zip code

Social Security No._____ Telephone No._____

Height:_____ Weight:_____ Sex: ( ) male ( ) female

Date of Birth:_____ U.S. Citizen: ( ) yes ( ) no
mo. yr.

No. in family:_____ No. of dependents:_____

If needed for work, do you have a car?_____ A driver's license?_____

Circle highest grade of school completed: 9 10 11 12

I will graduate in the Class of _____.

I am enrolled in the _____ course.

Homeroom No._____ Guidance Counselor:_____

Do you have a job now? ( ) yes ( ) no

If yes, where are you working and exactly what are you doing?

_____

_____

My past work experience during the school year and summers has included (start with most recent employment, give dates, place of work, type of work, reason for leaving):

If you are a Senior, what are your plans after graduation:_____

Special Information (Disabilities, limitations, leisure time activities):_____

_____

I am interested in the following types of work:_____

_____

I am available: ( ) weekends ( ) nights ( ) after school

Give hours after school available:

EXHIBIT V

NAME (Last First M.I.)

OCCUPATIONAL TITLE
1)
2)
3)

REGISTRATION DATE
Mo. Day Yr.

HOME RM

ADDRESS
Street

DATES

GC

City State Zip Code County

APT 1 2 3 4

SOCIAL SECURITY NO.

APPLICANT TYPE
1 ☐ P.T.
2 ☐ F.T.
3 ☐ S.

HDCP 0 ☐ No
1 ☐ PHY
2 ☐ M. RTD
3 ☐ M. RSTD

CNTY CODE

GROUP 4 ☐ AI
1 ☐ W 5 ☐ INA
2 ☐ B 6 ☐ OTH

SP. AM.
1 ☐ Yes
2 ☐ No

APP 1 2 3 4

ELEPHONE NO.

SEX
1 ☐ Male
2 ☐ Female

BIRTH DATE
Mo. Yr.

U.S. citizen
1 ☐ Yes
2 ☐ No

NUMBER IN FAMILY

EMPLOYMENT STATUS
1 ☐ Part Time 3 ☐ Not Working
2 ☐ Full Time 4 ☐ Job Attachment

COURSE

HEIGHT Ft. Inch lb WEIGHT Pounds

HIGHEST SCHOOL GRADE COMPLETED
Grade School 0 1 2 3 4 5 6 7 8
High School 9 10 11 12

LIST ANY SCHOOLING OR SPECIAL TRAINING YOU HAVE TAKEN
Name of School | Course | Length | Date Ended | Degree

AVAILABILITY: ☐ Weekends ☐ Nights ☐ Afternoons ☐ Other

JOB PREFERENCE

SPECIAL SKILLS & WORK EXPERIENCE

INTERESTS

DO NOT WRITE ON THIS SIDE OF FORM

1. SUMMARY OF OTHER WORK EXPERIENCE

2 SPECIAL INFORMATION (Disabilities, Limitations, Leisure Time Activities)

3 COURSE SCHEDULE

4. TEST

Typing	Date	WPM	Grade	Errors	Grade	
Shorthand	Date	WPM	Grade			
Spelling	Date	Grade				

5. COUNSELING PLAN

6. COMMENTS AND OCCUPATIONAL PREFERENCES

JOB ORDER
LEWISTON HIGH SCHOOL JOB PLACEMENT OFFICE

Time: _____ Date: _____ Phone: _____ Call in: _____ Call out: _____

Job Title: _____

Company: _____

Address: _____

_____

Contact(s): _____

Job Description:

P-T F-T TEMP ( ) Age: _____ Appt: _____

_____

_____

_____

Wages: _____ Hours: _____ Agent: _____

Referrals:

Date	Name	Year	SS#	Tel.	Results

EXHIBIT VI

57.

EXHIBIT VII

JOB PLACEMENT OFFICE
Lewiston High School
Room V102
784-2371 Ext. 62

Date: _____

Please visit our office at your earliest convenience to discuss:

____ Job Opportunity
____ Followup on interview
____ Followup on hire
____ Completion of card
____ Your Resume
____ A message we have for you
____ How your job is going
____ Learning Activity Package
____ Senior Survey
____ Other: _____

_____

EXHIBIY VIII

REFERRAL SLIP

LEWISTON HIGH SCHOOL JOB PLACEMENT OFFICE

784-2371 Ext. 62

Applicant: _____
is referred in response to your request for

Employer Job Title: _____

Part-time _____ Full-time _____

Company Name: _____

Company Representative: _____

Company Address: _____

_____

Referral Date: _____

Thank you for considering our Job Placement Service. You will be contacted in the near future concerning the results of this referral.

AFFIRMATIVE ACTION

GUIDELINES OF

LEWISTON HIGH SCHOOL JOB PLACEMENT OFFICE

In compliance with Section 2202 of Policies and Procedures of the Board of Education's Affirmative Action Plan, which reads as follows, "It is the intent of the Lewiston School Department to pursue policies of nondiscrimination and equal employment opportunity in all of its departments, programs, and activities...," the Job Placement Office at Lewiston High School is issuing operational guidelines.

The Job Placement Office's operational guidelines, as stated below, guarantee that all persons, regardless of sex, age, race, color, religion, national origin, or physical handicap be given equal access to all services and fair and equal treatment by all staff members of the Lewiston High School Job Placement Program.

1. All persons are given the opportunity to register with the Job Placement Office at Lewiston High School.

2. Fair and adequate notice of job vacancies and information regarding such vacancies is made available to all persons registered with the Lewiston High School Job Placement Office.

3. All persons registered with the Lewiston High School Job Placement Office are given equal consideration and opportunity to apply and compete for job vacancies on the basis of their qualifications and abilities.

4. All job orders from employers are recorded without reference to sex, age, or race, except where age is a legal requirement of a particular job. In instances where employers request a specific age or sex, the Lewiston High School Job Placement Office staff is directed to inform such employer that the Placement Office cannot discriminate on these bases.

5. In job counseling sessions, registrants are encouraged to investigate and given consideration to employment in nontraditional roles.

6. All activities sponsored by the Lewiston High School Job Placement Office, such as the Job Fair and Job Seeking Skills Seminar, will be made available to all persons. These activities may be designed for specific interest groups, i.e., seniors, Adult Education students, dropouts.

7. The Job Placement Office at Lewiston High School attempts to provide films and literature designed to inform registrants of the federal Equal Rights Act and the Maine Human Rights Act and implications of such legislation with regard to registrants' job seeking efforts.

8. Recognizing the needs of Special Education students, the Lewiston High School Job Placement Office makes every attempt to (1) assess physical and mental capabilities of Special Education students through consultation with the Special Education staff, (2) refer Special Education students to appropriate social service agencies, and (3) ascertain from employers the mental and physical requirements of each job order placed with the office.

JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP
LEWISTON HIGH SCHOOL
156 East Avenue
Lewiston, Maine 04240
784-2371 Ext. 62

JOB PERFORMANCE EVALUATION FORM

Your employer: _____

_____

Please check the appropriate items for _____

employed from _____ to _____

All information on this form will be held in strict confidence. We encourage you to be candid. Your frank opinions will help us to prepare the above-named individual for a suitable career. If the above-named is no longer employed by you, please send us this form at your earliest convenience. If the above-named individual is currently employed by you, please wait for what you consider to be a reasonable time period before forwarding this evaluation to us. Thank you for your cooperation. We are interested in helping our young people become more productive employees. Your responsible interest has helped us toward achieving that goal.

Please check all items you find applicable to the above named individual.

___Currently employed
___Fired
___Laid off
___Quit
___Willing to learn
___Quick to learn
___Slow to learn

___Requires constant supervision
___Works well independently
___Demonstrates steady improvement
___Other (Please explain)_____
_____
_____

Where applicable, please circle below: (1 - poor, 2 - below ave., 3 - ave., 4 - above ave., 5 - excellent)

Ability to handle cash	1	2	3	4	5
Acceptance of criticism	1	2	3	4	5
Appearance	1	2	3	4	5
Attitude	1	2	3	4	5
General work habits	1	2	3	4	5
Interaction with customers/patients	1	2	3	4	5
Interaction with employer(s)	1	2	3	4	5
Interaction with fellow employees	1	2	3	4	5
Maturity	1	2	3	4	5
Performance of job skills	1	2	3	4	5
Performance under stress	1	2	3	4	5

In your opinion, did the above-named individual bring adequate skills to the job? ____Yes ____No

If the above-named individual is a recent high school graduate, or currently attending high school, do you think that his/her high school training helped prepare him/her for this job? ____Yes ____No

Please explain _____

_____

_____

With regard to your employment needs, what improvements could have been made in this individual's high school preparation? _____

_____

_____

_____

What skills are required for this particular job? _____

_____

_____

What skills do you plan to teach this individual during his employment with you? _____

_____

_____

Do you plan to hire in the future? ____Yes ____No

Would you hire a high school graduate? ____Yes ____No

Would you hire a high school dropout? ____Yes ____No

Would you like to be a participating employer in a school work-experience program? ____Yes ____No

Would you be willing to participate in a seminar discussion with students to explain an employer's point of view with regard to job interview and job retention skills. ____Yes ____No

Person completing evaluation form: _____

Title: _____

RÉSUMÉ

Sandra Mae Nadeau
47 Spruce Street
Lewiston, Maine 04240

Career Interest: General Clerical

Telephone: 782-3981
Soc. Sec. #: 007-48-5242
Date of Birth: May 5, 1959
Height: 5'3" Weight: 100 lbs.
Age: 17
Marital Status: Single
Birthplace: Lewiston, ME.
Health: Excellent

Education: Lewiston High School, Class of 1977
Business Course Student
Subjects Studied: Recordkeeping - 2 years
Business Math - 1 year
Typing I & II - 2 years
English - 4 years
APEX - 1 year

Skills: Typing - 50 words per minute
French speaking, Office Machines

Work Experience:

June 1974 - Present
L & C Cash Market
188 Park Street
Lewiston, Maine 04240
Cashier
Supervisor: Mr. Normand Labbe

Dec. 8, 1976 - January 7, 1977
Modular Curriculum Development Program
Lewiston High School
156 East Avenue
Lewiston, Maine 04240 Tel: 784-2371 Ext. 62
General Clerk
Supervisor: Mr. Wallace Field

Outside Interests and Hobbies: Bike riding, tennis, swimming, camping, baseball, and snowmobiling

References: Normand Labbe, Owner of L & C Cash Market
188 Park Street
Lewiston, Maine 04240 Tel: 783-0201

Robert Couturier, Lawyer
70 Pine Street
Lewiston, Maine 04240 Tel: 784-1575

Ronald Couturier, English Instructor, 1974-75
Lewiston High School
156 East Avenue
Lewiston, Maine 04240 Tel: 784-2371 Ext. 41

Charleyne Gilbert, Business Education Instructor
Lewiston High School
156 East Avenue
Lewiston, Maine 04240 Tel: 784-2371 Ext. 49

Please feel free to contact any of my former employers or references for further background information.

Job Placement Advisory Committee

John A. Cannan	J.C. Penney's, Inc. 200 Main Street Lewiston, Maine 04240 Tel: 2-7132
James J. Denny	Sears, Roebuck & Company 212 Main Street Lewiston, Maine 04240 Tel: 4-4041
Dennis R. Jean	City of Lewiston City Building Lewiston, Maine 04240 Tel: 4-2951
(Mrs.) Rita Sabourin	Bradlee's 855 Lisbon Street Lewiston, Maine 04240 Tel: 3-8597
Morris H. Silverman	Louie's Clothing 281 Lisbon Street Lewiston, Maine 04240 Tel: 2-0341
Charles A. Bleakney, Jr.	Lewiston High School 156 East Avenue Lewiston, Maine 04240 Tel: 4-2371
James L. Larouche	Lewiston High School 156 East Avenue Lewiston, Maine 04240 Tel: 4-2371

JOB SEEKING SKILLS SEQUENCE
JOB PLACEMENT OFFICE
LEWISTON HIGH SCHOOL

COURSE OUTLINE

Day 1 - Objective of the Sequence are outlined:

1) To provide students with the basic tools to become competitive job seekers.

   a) Job applications
   b) Resumes
   c) Job interviews.

2) To inform students that assistance and information is available in other career-related areas not covered by the Sequence (i.e. how and where to look for work (job search), letters of applications, etc.).

APPLICATIONS

An informational introduction is given, stressing importance of neat, accurate job applications. Most students feel they can already complete applications so they are given the opportunity to complete a standardized form in class.

After collection, students are given a list of suggestions for completing applications (taken from The World of Work by Kimbrell and Vineyard).

General discussion of other helpful hints, confusing questions, etc., encountered in applications.

Questions are welcomed at any time.

Day 2 - Corrected applications are returned and discussed point by point emphasizing the troublesome areas.

With corrected applications and notes on suggestions, students again complete applications.

Day 3 - Corrected applications are returned with final, individual comments.

RESUMES

Informational introduction, stressing the importance of using a resume in job seeking. Brief discussion of the six components of a resume. With the use of the resume LAP (prepared by Donald C. Cannan, Lewiston High School) students begin working on a rough draft. It is stressed that this is a "rough" and they should include as much information as possible under each component. It can be cut down in the final copy.

Day 4 - Entire class continues work on resumes moving into the final draft. Students are instructed to use the format in the LAP. Individual attention is given for specific questions, wording, etc.

Day 5 - Wrap up work on final draft of resume. Handed in for final corrections/changes. (If resources are available, resumes are typed and copied. If not, students are given the responsibility of typing and copying resumes on their own.)

INTERVIEWS

Brief overview of how the topic is to be covered.

Informational introduction (closed, open interview, etc.) Use job interview LAP (prepared by Donald C. Cannan, Lewiston High School) for reference.

General discussion with students of interviews they have had.

Day 6 - Discussion of points to remember and three general areas of questioning in interviews (taken from the LAP).

Handout materials are available.

Day 7 - Discussion of how to give constructive feedback (taken from See Yourself as Others See You LAP developed by Gary G. Elwell).

Explanation of how to use Student Rating Sheet.

Students see video tape of two mock interviews and use rating sheet to comment. General discussion after each interview of good/bad points, etc.

Day 8 - Mock interview in class.

Discussion of how students feel about role playing, the value of it, etc.

Students are given the opportunity to participate in a mock interview situation with the rest of the class providing feedback. Students are also encouraged to take on the role of the interviewer. This is continued until each student who wishes to is given the opportunity to participate. In smaller classes everyone has the opportunity to be "interviewed".

Day 9 - Used to wrap up job interviews in class.

Students complete an anonymous evaluation form on the Sequence.

Actual length of the Sequence varies depending on class size and progress.

EXHIBIT XIV

STUDENT QUESTIONNAIRE

IMPACT STUDY

NAME:
ADDRESS:
AGE: CLASS:
PLACE OF EMPLOYMENT:
EMPLOYED FROM: TO:
JOB TITLE:

1.

_____ I like the work I am now doing.

_____ I do not like the work I am now doing.

2.

_____ I would be happy doing this sort of work after graduation.

_____ I would not be happy doing this sort of work after graduation.

3. I think my working time is worth:

_____ anything anybody will pay me

_____ $1.99 an hour (student minimum wage)

_____ $2.65 an hour (adult minimum wage)

_____ $3.00 an hour

_____ more than $3.00 an hour

4. I feel that

_____ the Job Placement Office is valuable to students at Lewiston High School

_____ the Job Placement Office is not valuable to students at Lewiston High School

Comment:

5.

_____ I would like to see the Job Placement Program continue next year.

_____ I would like to see the Job Placement Program discontinued.

_____ I don't think it makes any difference to the students one way or the other.

STUDENT QUESTIONNAIRE (Cont.)

6.

_____ I think every high school should have a Job Placement Office.

_____ I do not think every high school should have a Job Placement Office.

7.

_____ I think local taxes should finance a Job Placement Office.

_____ I do not think local taxes should be spent on a Job Placement Office.

8. I think the following things regarding my job are fair:

_____ my boss

_____ the people I work with

_____ the amount of money I make

_____ my hours

9. I think the following things regarding my job are unfair:

_____ my boss

_____ the people I work with

_____ the amount of money I make

_____ my hours

10. The most important factor about my job is it:

_____ gives me spending money

_____ fills my spare hours

_____ contributes to the family income

_____ teaches me work skills

_____ prepares me for a new career

STUDENT QUESTIONNAIRE (Cont.)

11. I spend my money mostly on:

_____ myself (clothes, car, etc.)

_____ save in the bank

_____ family

_____ other _____

12. Since my employment I have:

_____ opened a bank account

_____ made a major purchase (car, stereo, t.v., typewriter, etc.)

_____ started a savings account

_____ started a checking account

_____ spent more time on school work

_____ spent less time on school work

_____ spent about the same amount of time on school work

_____ joined new clubs at school

_____ dropped membership in clubs at school

_____ kept a weekly budget of my expenses

_____ organized my time better

_____ related better to family members

_____ taken on more responsibility at home

_____ been under more pressure at school and home

13. Since my employment I have:

_____ had my hair styled or cut

_____ bought more clothes

_____ spent more money on grooming aids/cosmetics

STUDENT QUESTIONNAIRE (Cont.)

14. My present job offers me:

_____ a chance to think creatively

_____ a chance to use what I've learned in school

_____ a chance to learn new skills

_____ none of the above

_____ all of the above

15. The following skills are necessary in my job:

_____ math

_____ using a calculator

_____ using an adding machine

_____ operating a printing press

_____ typing

_____ bookkeeping

_____ reading

Other _____

16. Of the above skills, I could use more practice in:

17. The following are deducted from my paycheck:

_____FICA

_____state taxes

_____health insurance

_____federal taxes

_____not sure

18.

_____ I am interested in the company I work for

_____ I am not particularly interested in the company I work for

STUDENT QUESTIONNAIRE (Cont.)

19.

_____ I am on time for work

_____ I am not on time for work

20.

_____ I have called in sick twice or less since my employment

_____ I have called in sick more than two times since my employment

21.

_____ I get along with my boss

_____ I do not get along with my boss

22.

_____ I get along with my co-workers

_____ I do not get along with my co-workers

23.

_____ I have a resume

_____ I do not have a resume

_____ Don't know what a resume is

What part of the Job Placement Program helped you the most?

How could the program be changed for the better?

Any additional comments regarding the Job Placement Program at LHS:

EMPLOYER QUESTIONNAIRE

IMPACT STUDY

NAME:
ADDRESS:
PLACE OF EMPLOYMENT:
REGARDING STUDENT EMPLOYER:

1.

_____ The student appears to like the work he/she is now doing.

_____ The student does not appear to like the work he/she is doing.

2.

_____ I think the student would be happy doing this sort of work after graduation.

_____ I do not think the student would be happy doing this sort of work after graduation.

3. I think the student's time is worth:

_____ anything an employer is willing to pay

_____ $1.99 an hour (student minimum wage)

_____ $2.65 an hour (adult minimum wage)

_____ $3.00 an hour

_____ other _____

4. I feel that

_____ the Job Placement Office is valuable to students at Lewiston High School

_____ the Job Placement Office is not valuable to students at Lewiston High School

Comment:

5.

_____ I would like to see the Job Placement Program continue next year.

_____ I would like to see the Job Placement Program discontinued.

_____ I don't think it makes any difference to the students one way or the other.

6.

_____ I think every high school should have a Job Placement Office.

_____ I do not think every high school should have a Job Placement Office.

7.

_____ I think local taxes should finance a Job Placement Office.

_____ I do not think local taxes should be spent on a Job Placement Office.

8. The student's present job offers him/her:

_____ a chance to think creatively

_____ a chance to use what he/she's learned in school

_____ a chance to learn new skills

_____ none of the above

_____ all of the above

9. The following skills are necessary in the student's job:

_____ math

_____ using a calculator

_____ using an adding machine

_____ operating a printing press

_____ typing

_____ bookkeeping

_____ reading

EMPLOYER QUESTIONNAIRE (Cont.)

Other_____

10. Of the above skills, the student could use more practice in:

11.

_____ The student appears to be interested in the company.

_____ The student does not particularly appear to be interested in the company.

12.

_____ The student is on time for work.

_____ The student is often not on time for work.

13.

_____ The student has called in sick twice or fewer times since his/her employment.

_____ The student has called in sick more than two times since his/her employment.

14.

_____ The student gets along with his/her boss.

_____ The student does not get along with his/her boss.

15.

_____ The student gets along with his/her co-workers.

_____ The student does not get along with his/her co-workers.

What (if any) of the Job Placement Program helped you the most?

How could the Program be changed for the better?

Any additional comments regarding the Job Placement Program at LHS:

PARENT'S QUESTIONNAIRE

IMPACT STUDY

NAME:

ADDRESS:

SON/DAUGHTER'S NAME:

PLACE OF EMPLOYMENT:

1.

_____ My son/daughter appears to like the work he/she is now doing.

_____ My s/d does not appear to like the work he/she is now doing.

2.

_____ I think my son/daughter would be happy doing this sort of work after graduation.

_____ I think my s/d would not be happy doing this work after graduation.

3. I think my son/daughter's working time is worth:

_____ anything anybody will pay him/her

_____ $1.99 an hour (student minimum wage)

_____ $2.65 an hour (adult minimum wage)

_____ $3.00 an hour

_____ more than $3.00 an hour

4. I feel that

_____ the Job Placement Office is valuable to students at Lewiston High School

_____ the Job Placement Office is not valuable to students at Lewiston High School

Comment:

PARENT'S QUESTIONNAIRE (Cont.)

5.

_____ I would like to see the Job Placement Program continue next year.

_____ I would like to see the Job Placement Program discontinued.

_____ I don't think it makes any difference to the students one way or the other.

6.

_____ I think every high school should have a Job Placement Office.

_____ I do not think every high school should have a Job Placement Office.

7.

_____ I think local taxes should finance a Job Placement Office.

_____ I do not think local taxes should be spent on a Job Placement Office.

8. I think the following things regarding my son/daughter's job are fair:

_____ his/her boss

_____ the people he/she works with

_____ the amount of money he/she makes

_____ his/her hours

9. I think the following things regarding my son/daughter's job are unfair:

_____ his/her boss

_____ the people he/she works with

_____ the amount of money he/she makes

_____ his/her hours

PARENT'S QUESTIONNAIRE (Cont.)

10. The most important factor about my son/daughter's job is it:

_____ gives him/her spending money

_____ fills his/her spare hours

_____ teaches him/her work skills

_____ prepares him/her for a new career

11. My son/daughter spends his/her money mostly on:

_____ him/herself (clothes, car, etc.)

_____ saves in the bank

_____ family

_____ other _____

12. Since my son/daughter's employment, he/she has:

_____ opened a bank account

_____ made a major purchase (car, stereo, t.v., typewriter etc.)

_____ started a savings account

_____ started a checking account

_____ spent more time on school work

_____ spent less time on school work

_____ spent about the same time on school work

_____ joined new clubs at school

_____ dropped membership in clubs at school

_____ kept a weekly budget of his/her expenses

_____ organized his/her time better

_____ related better to family members

_____ taken on more responsibility at home

_____ been under more pressure at home and school

PARENT'S QUESTIONNAIRE (Cont.)

13. Since my son/daughter's employment, he/she has:

_____ had his/her hair styled

_____ bought more clothes

_____ spent more money on grooming aids/cosmetics

14. Since my son/daughter's employment, he/she

_____ appears more outgoing

_____ appears more withdrawn

_____ no change

15.

_____ My son/daughter talks about his/her job frequently

_____ My son/daughter seldom mentions his/her job

What part of the Job Placement Program seems to have helped your son/daughter the most (if any)?

How could the Program be changed for the better?

Any additional comments regarding the Job Placement Program at LHS:

APPENDIX B

EXHIBIT 1

CONTACT[1], REFERRAL AND PLACEMENT ACTIVITY (FY 1975-1976)

	Contacts[1]	Referrals	Temporary[2]	Placements		
				Permanent Part-time	Permanent Full-time	Total
Day School	306	272	37	80	23	140
Adult Education	61	34	1	10	4	15
Dropouts	58	39	6	13	4	23
Other[3]	11	3	0	0	1	1
TOTAL	936	348	44	103	32	179

1. Contacts constitute the completion of a McBee registration card. "Contact" with a registrant often signifies several visits to the Job Placement Office.

2. "Temporary" includes seasonal employment, as well as other types of short-term employment.

3. "Other" includes any registrants who do not belong to any of the three student groups served.

EXHIBIT II

CONTACT[1], REFERRAL AND PLACEMENT ACTIVITY (FY1976-1977)

	Contacts[1]			Referrals[2]			Placements		
	M[3]	F[4]	T[5]	M[3]	F[4]	T[5]	M[3]	F[4]	T[5]
Lewiston High Day School	585	669	1254	403	476	879	148	182	338
Adult Education[6]	28	51	79	7	15	22	2	7	9
Dropouts[7]	43	24	67	45	18	63	12	2	14
Others[8]	51	22	73	32	18	50	9	12	21
TOTALS	707	766	1473	487	527	1014	171	203	374

1. Contacts constitute the completion of registration, and it often signifies a number of visits to the office, telephone communication and other related services. Many of these contacts are not registered with the Maine Job Bank Computer until referral activity results.

2. Referrals often include one individual who is sent to a number of job opportunities during the year. This table only accounts for direct referrals to job opportunities. Reporting of direct referrals and placements by other youth service agencies is not duplicated by this project.

3. M = Male 4. F = Female 5. T = Total

6. Adult Education signifies a carry over of contacts from FY 1975-1976 through FY 1976-1977. Only placements for FY 1976-1977 were reported, however.

7. Dropout statistics were reported the same as those for Adult Education.

8. Others represent students from other area schools and adults not having affiliation with any area schools.

NOTE: Breakdown of statistics for the categories: Adult Education, Dropouts and Others was done by inspection of Lewiston High School Placement records.

EXHIBIT III

CONTACT[1], REFERRAL AND PLACEMENT ACTIVITY (FY 1977-1978)

	Contacts[1]			Referrals[2]			Placements		
	M[3]	F[4]	T[5]	M[3]	F[4]	T[5]	M[3]	F[4]	T[5]
Lewiston High Day Students	857	747	1604	542	373	915	152	110	262
Adult Education	94	137	231	73	125	198	6	12	18
Dropouts	48	61	109	96	30	126	16	2	18
Graduates	34	27	61	28	35	63	5	7	12
Others[6]	32	17	49	33	17	50	4	2	6
TOTALS	1065	989	2054	772	580	1352	183	133	316

1. Contacts constitute the completion of registration and signifies all pertinent visits to the office.
2. Referrals include all direct referrals to job opportunities.
3. M = Male
4. F = Female
5. T = Total
6. Others represent students from other area schools and adults not belonging to one of the other categories.

JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP PROGRAM

Lewiston High School

Total Registrations

July 1, 1975 -- June 30, 1978

Day Students (includes freshmen, sophomores, juniors)	430
Seniors	410
Early School Leavers	84
Adult Education Students	125
Graduates	48
Placement File (contains cards from different categories)	104
Inactive File	657
TOTAL	1858

APPENDIX C

Third Party Evaluation

1975 - 1976

LEWISTON EXEMPLARY PROGRAMS IN VOCATIONAL EDUCATION

Comprehensive Evaluation - Part I - July 1976

Lewiston School Department

Joseph Deschenes, Superintendent

Administrative Offices

The Dingley Building

36 Oak Street

Lewiston, Maine 04240

Lewiston Job Development, Placement and Followup Program

Kenneth C. Jordan, Assistant to the Superintendent,
Vocational Education, Project Director

Lewiston High School

156 East Avenue

Lewiston, Maine 04240

Third Party Evaluation: Exemplary Programs

William C. Murphy, Research Associate

Bureau of Labor Education

University of Maine at Orono

Orono, Maine 04473

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Introduction

The format for this evaluation of the Lewiston High School's Exemplary Program entitled: Job Development, Placement and Follow-up is presented in four parts: (1) Analysis of the needs assessment process that was undertaken by the project staff for determining the specific needs of the target group to be served; (2) Discussion on the objectives of the project and the degree to which they were accomplished along with a discussion of the problems that were encountered and the needs that have been identified since the project's beginning; (3) Commendations; (4) Recommendations for dealing with the previously identified problems and needs in the future; and (5) Summary. Findings will be discussed throughout the text.

The function of this evaluation is to determine the degree and effectiveness in which the objectives of this project have been attained. The evaluation is also designed to assess the value of this exemplary project for serving as a model demonstration program for generating data, findings, and experiences that can be utilized by other high school systems throughout the state of Maine.

I. Analysis of the needs assessment process

The needs assessment for this project was accomplished effectively through several useful and valuable means. First, the staff of the project conducted a thorough research study of the Lewiston area's labor market, economy, employment and unemployment rate.

In conducting the needs assessment for this project, the staff found that the unemployment rate among Lewiston youth (20 years or younger) was over 19.0%. They also found that Lewiston area employers were continually complaining about the low job skill and attitude levels held by the city's youth employees. In addition to this needs assessment analysis, a survey study was made of the 1974 Lewiston High School Vocational Education graduates (98% of the graduates responded to this survey). This survey study documented that a large number of graduates were pursuing entry level jobs that were related or closely related to their vocational training. Further research also documented that there was no system-wide coordination for job placement of high school graduates in Maine.

Further needs assessment was undertaken when James Larouche of the project staff conducted a survey study of the entire 1976 Lewiston Senior High School class. (Ninety-three percent (93%) of the students in this grade level responded to this survey). This survey study revealed the following facts:

1. Sixty-five percent (65%) of the responding sample were employed on a part-time basis.
2. Sixty-five percent (65%) of the responding sample expressed a desire to use the newly established job placement services because of one or more of the following factors:

   a) lack of a job
   b) dissatisfaction with present job
   c) wish to investigate new job alternatives

Analysis of the needs (Cont.)

This survey study also showed that the overall quality of part-time employment for senior class respondents was low. (For the purposes of this 1976 survey as well as the previous 1974 survey, "job quality" was defined as providing opportunities for meaningful personal self-development and growth for an employee).

James Larouche also designed and administered another survey study which was highly useful in the needs assessment process of this project. This survey was administered to high school adult education diploma students from October to December, 1975. The results of the survey study were as follows:

1. Out of a total of 278 respondents, 55 individuals expressed interest and actually registered with the job placement services.
2. The average income of the adult education responding sample was $6,800.00. (This also reflects a comparatively low level of job quality or underemployment in terms of non-full-time work).
3. Sixty-seven percent (67%) of the responding sample (186) indicated that they had dropped out of high school day school within the last seven years.
4. Thirty-seven (37) members of the responding sample were currently receiving unemployment benefits.

And finally, James Larouche has been conducting an on-going needs assessment through the administration of a Job Placement Evaluation Form to employers who have accepted student placements. (Please refer to Exhibit I for a copy of this form). Data obtained from this survey form serves to maintain continued contact and open communication with participating employers and reflects how well placements

Analysis of the needs (Cont.)

are doing on the job. Data obtained from this survey has also served to increase the effectiveness of this project in attaining its stated objectives by providing important feedback on employment skill requirements. Essentially, this data has served as a valuable resource knowledge indicator for helping high school teachers provide their students with skills and course preparation that are useful and appropriate for present or future employment. In addition, if a problem is indicated on one of the forms, it is dealt with immediately through personal contact with the employer.

The comprehensive needs assessment conducted by the project staff revealed that there was a strong need for a program designed to facilitate job development, placement, and follow-up for high school graduates. This project has served as a catalyst towards meeting this need within the Lewiston area.

II. Objectives

A. Statement of Objectives

Based upon the previous needs that were identified, the following objectives were developed by administrators and teachers of the exemplary program:

Specific Objectives

1. To establish job development, job placement and follow-up services.
2. To design pre-employment instructions, counseling and guidance to make students more effective on the job.
3. To counsel and explain career information and opportunities, and, determine the present employment status, experience and skill level of all students to achieve better job alignment.
4. To offer job placement services to all youth prior to graduation or leaving school which are consistent with planned career or educational goals.
5. To establish liaison with business and industry in the development of job requirements and openings for high school graduates, those continuing their education in Adult Programs, and early school leavers.
6. To perpetuate cooperation with local state employment services in developing job opportunities.
7. To establish and maintain an up-to-date directory of jobs for all levels of ability and interest.
8. To counsel all early school leavers upon their departure from school, to include job availabilities, vocational educational availabilities, and Adult Educational Programs

II. Objectives (Cont.)

9. To establish follow-up services based on accountability to and for all students.

10. To establish a feedback system to evaluate the total instructional program and design curriculum changes and improvements.

B. Discussion on attainment of objectives

Objective #1 involving job development and job placement was achieved to a satisfactory and comprehensive degree. Over 300 job opportunities were made available through the program from September 15, 1975 to June 30, 1976. One hundred and seventy-nine (179) program enrollees were placed in actual job paying positions. The job performance of all of these enrollees was monitored through follow-up activities and counseling which were initiated by the staff of the project. The program's involvement with follow-up activities for previous graduates of one, three, and five years ago was only accomplished on a limited and marginal scale.

Objectives #2 & #3 were fully attained. Nine hundred and thirty-six (936) registered students reviewed pre-employment instructions, counseling and guidance in order to make them more effective on their present job or in their future job. Within these sessions, students received counseling which supplied them with career information and opportunities. The skill level of students was determined by consulting with faculty, guidance counselors, and school records. No formal pre-employment evaluation testing was initiated. However, it should be emphasized that during the pre-employment counseling sessions, the 936 participating students were consulted and guided towards assessing their own individual employment status, experience and job skill levels -- this was important.

II. Objectives (Cont.)

Objective #4 was accomplished in a comprehensive manner. Job placement services were offered to all students within the Lewiston High School system. All senior homerooms, and adult education diploma courses were provided with a presentation on the newly created job placement program. In addition, periodic announcements regarding this service were provided through the high school's public address system.

Objective #5 was attained in the course of attaining Objective #1.

Objective #6 was achieved to a very high and comprehensive degree. (Please refer to letter by Mr. Charles "Clem" Josselyn). This objective was extremely important in terms of adding to the success and feasibility of the project. The utilization of existing outside resources to avoid duplication of effort in the field of job placement proved to be highly necessary, effective and efficient.

Within the staff and budget limitations of the project, Objective #7 was attained. A comprehensive employer file of job opportunities was formulated. However, this file was not made available to students because of the need to screen referrals to existing job openings. It should also be pointed out that problems arose when there was a low level of job openings available during certain periods of the year, i.e., January through mid April, 1976.

In an effort to achieve Objective #8 of the project, the staff encountered a number of difficulties. First, problems arose over the identification of existing as well as potential drop-outs. Forty-eight drop-outs were finally contacted and identified. Fourteen were actually placed in jobs.

II. Objectives (Cont.)

The staff of the project worked to achieve Objective #9 by soliciting opinions and comments from students concerning their skill preparation, levels and abilities. Comments from employers also were solicited concerning their expectations and requirements for job openings, and their experiences with past or current student employees.

The staff of the project currently is working to achieve Objective #10 through administration of the Job Placement Evaluation Form to participating employers. Data obtained from this form will be highly useful for: 1) evaluating the total effectiveness of the instructional program, 2) designing curriculum changes in the program, and 3) initiating improvements in the project. However, the staff of the project still has to analyze the data and results contained in these forms.

III. Commendations

1. The thorough needs assessment process that was undertaken by the project staff was very well done. This process proved to be exemplary in:1) identifying the job placement needs of non-college bound high school students; and 2) formulating valid project objectives and procedures that would be appropriate, valuable, and meaningful for the group to be served.

2. An effective working relationship has been established between the Lewiston High School Job Placement Program and the local Lewiston office of the M.E.S.C. The staff of the Lewiston Job Placement Program have been utilizing the same record-keeping and work flow procedures as the M.E.S.C. to facilitate prompt and efficient exchange of job placement and referral data. This procedure has been highly effective for ensuring program efficiency and support. (Please refer to letter by Charles "Clem" Josselyn - Exhibit II).

3. The Job Performance Evaluation Form developed by the project staff has proven to be an extremely useful and necessary instrument for supplying ongoing data designed to serve as a progress indicator for measuring the attainment level of project objectives.

4. The staff has done an effective job in learning from the experiences, needs, and problems that were encountered during this past year. They have utilized these learning experiences highly effectively by formulating a number of realistic, useful, and obtainable action objectives for next year. (Please refer to Exhibit III)

IV. Recommendations

1. Visit job sites prior to making referrals to ensure that participating students are placed in a safe, healthy working environment. Accumulate accountability records regarding an employer's turnover rate, treatment of employees, record for providing safe and healthy working conditions and record of work related injuries among his/her employees. It also will be important to keep track of the types of jobs that employers provide to participating students in terms of quality, skill level and learning enrichment. All of this accountability data should be utilized in the determination of future job placements.

2. Careful analysis and reporting of data from the Job Performance Evaluation Forms should be implemented through an ongoing basis. In addition, the data gained from the forms should be reported and utilized on a current basis. Similar information should also be obtained from student placements regarding how they view their job situations in terms of skill preparation for work and the job factors mentioned in recommendation #1.

3. Program staff should subscribe to publications designed to supply an overview of current changes and trends that are occurring in the field of labor relations. For example, the Bureau of National Affairs in Washington, D.C., publishes:

   a) "What's New in Collective Bargaining"

   b) "Union Labor Report"

   If budget funds permit, there are a number of other useful federal, state and private publications that would provide background information relevant to program endeavors.

IV. Recommendations (Cont.)

4. The program should produce and disseminate a well-designed brochure on placement services offered both to students and employers.

5. The program should devise its own system of early identification of and contact with drop-outs for the purpose of employment assistance. The program should not rely entirely on other school system departments for contact information. This process has at times proved to be too slow and cumbersome Whatever information can be gathered by the program's own initiative should be shared with other concerned school system departments.

6. The program should maintain and expand contact with all state agencies dealing with employment services. Utilization of outside resources is vital to the cost effectiveness of the program.

7. While Lewiston High School is not in a position to enforce participating employers to pay the minimum wage to students, they should do whatever is possible to promote the paying of minimum wages to all student placements.

V. Summary

Based upon the success and accomplishments of this project, a system-wide coordination for job placement services for high school graduates should be initiated and developed. Such a program should be coordinated by the Maine Department of Educational and Cultural Services and implemented at local high schools throughout Maine. In order to ensure the cost effectiveness of this program, participating high schools and the Maine Department of Educational and Cultural Services should work closely with such governmental agencies as the Maine Employment Security Commission, Employment and Training Administration of the U.S. Department of Labor, the Maine Department of Human Services, the Community Work Experience Program, and other manpower training agencies on the state and federal levels of government.

William C. Murphy

William C. Murphy
Research Associate
Bureau of Labor Education

JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP Exhibit I
LEWISTON HIGH SCHOOL
156 East Avenue
Lewiston, Maine 04240
784-2371 Ext. 62

JOB PERFORMANCE EVALUATION FORM

Dear Employer: _____

_____

Please check the appropriate items for _____.

Employed from_____ to _____.

All information on this form will be held in strict confidence. We encourage you to be candid. Your frank opinions will help us to prepare the above-named individual for a suitable career. If the above-named individual is no longer employed by you, please send us this form at your earliest convenience. If the above-named individual is currently employed by you, please wait for what you consider to be a reasonable time period before forwarding this evaluation to us. Thank you for your cooperation. We are interested in helping our young people become more productive employees. Your responsible interest has helped us toward achieving that goal.

Please check all items you find applicable to the above-named individual.

___Currently employed
___Fired
___Laid off
___Quit
___Willing to learn
___Quick to learn
___Slow to learn
___Requires constant supervision
___Works well independently
___Demonstrates steady improvement
___Other (Please explain)_____
_____
_____

Where applicable, please circle below: (1 - poor, 2 - below ave., 3 - ave., 4 - above ave., 5 - excellent)

Ability to handle cash	1	2	3	4	5
Acceptance of criticism	1	2	3	4	5
Appearance	1	2	3	4	5
Attitude	1	2	3	4	5
General work habits	1	2	3	4	5
Interaction with customers/patients	1	2	3	4	5
Interaction with employer(s)	1	2	3	4	5
Interaction with fellow employees	1	2	3	4	5
Maturity	1	2	3	4	5
Performance of job skills	1	2	3	4	5
Performance under stress	1	2	3	4	5

In your opinion, did the above-named individual bring adequate skills to the job? _____Yes _____No

JAMES B. LONGLEY
KENNETH M. CURTIS
Governor

EMILIEN A. LEVESQUE
Commissioner of
Manpower Affairs

JAMES J. GEORGE, SR.
Commissioner

JOSEPH E. A. COTE
Commissioner

State of Maine
Department of Manpower Affairs
Employment Security Commission
522 Lisbon Street
Lewiston, Maine
July 16, 1976

Exhibit II

Mr. William C. Murphy
Research Associate
Bureau of Labor Education
University of Maine at Orono
Orono, Maine

Dear Mr. Murphy:

The Job Service Division, Maine Department of Manpower Affairs, Lewiston local office, has been working cooperatively with Jim Larouche of Lewiston High School job development, placement and follow up program since the beginning of academic year 1975-1976. Experienced members of our staff have provided expert guidance for the program keying on the areas of job development, student interviewing, job counseling, labor market trends, and record keeping functions. Utilizing Job Service employment tools, such as Job Bank, printed materials for applicants, counseling services, etc., the Lewiston High School job development and placement and follow up program has been mutually developed into an excellent and workable program for students.

The assistance rendered by Job Service has not been without reward. All referral and placement activity generated by the program is recorded through our computer in Augusta. In addition to giving this office extra placement credits, we provide a computer printout of all accomplishments by the program to Mr. Larouche. Although this extra placement credit is extremely necessary for the funding of our local Job Service office, the opportunities for employment provided the students would certainly be of primary importance. Many times students who are potential school drop outs are convinced to remain because of the service provided by Mr. Larouche and his staff.

The outlook for the program is very bright. I can see all services significantly expanded and productivity increased primarily because of the one year experience. The potential for services within the Lewiston school is unlimited. It is, however, extremely curtailed because of funding. With sufficient staff, which is synonymous with sufficient funding, this Job Development, placement and follow up program could easily be the envy nation wide.

Yours truly,

C. Clem Josselyn

C. Clem Josselyn
Assistant Manager
CCJ/w

Exhibit III

Specific Objectives

To expand and refine the following:

* Development and placement activity
* Job performance evaluation after placement
* Followup of graduates
* Contact with employers
* Feedback from employers and students on total Lewiston High School instructional program
* Identification of and contact with early school leavers
* Program exposure to Adult Education students
* Relationship with Maine Employment Security Commission and other state agencies
* Contact with apprenticeship programs

To develop and implement flexible career education units to be presented in group seminars

To develop a means of gathering comprehensive pre-employment evaluations on all program enrollees

To publish and disseminate a secondary school job development and placement guide for working with the Maine Employment Security Commission

To conduct a local business survey, during August and September, 1976, to determine employment trends for the upcoming academic year

To establish an advisory committee consisting of faculty, students, local businessmen, and responsible citizens

APPENDIX D

Third Party Evaluation

1976 - 1977

LEWISTON EXEMPLARY PROGRAMS IN VOCATIONAL EDUCATION

Comprehensive Evaluation - Part II - July 1977

Lewiston School Department

Joseph Deschenes, Superintendent

Administrative Office

The Lingley Building

36 Oak Street

Lewiston, Maine 04240

Lewiston Job Development, Placement and Followup Program

Kenneth C. Jordan, Assistant to the Superintendent, Vocational Education, Project Director

Lewiston High School

156 East Avenue

Lewiston, Maine 04240

Third Party Evaluation: Exemplary Programs

George A. Normand, M.Ed., C.A.S.

Coordinator of Rehabilitation and Social Services

Pathways, Inc.

66 Oxford Street

Lewiston, Maine 04240

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Introduction

The Lewiston High School's Exemplary Program entitled Job Development, Placement and Follow-up, conducted under Part D of Public Law 90-576, has completed its second year of a three year sequence. The purpose and scope of this third party evaluation is to assess overall project activities, administrative systems, and level of attainment of stated objectives. The evaluation will be presented in the following format: 1. An overview and impressions of the project's development, operation, and acceptance; 2. An assessment of the project's performance in meeting its stated objectives; 3. Commendations; 4. Recommendations.

Statistical data, impressions, and conclusions presented in this evaluation are based on material provided by the project coordinator and information gathered during an on site visit to the project, Friday, July 29, 1977. The on site visit evaluation process consisted of: a. interviewing the project coordinator, Mr. James Larouche, b. reviewing primary project data utilizing a systems flow approach, and c. interviewing school system and Lewiston Job Service administrative personnel.

I. Overview and Impressions

Project staff have developed and are currently utilizing administrative procedures which effectively facilitate the incoming referral and registration of students, the tracking of students' status within the job placement process, the development and recording of job openings, the referral of students to jobs or appropriate youth service agencies and the evaluation of job performance. Public relations have been promoted through the local newspaper in order to provide the project good visibility to the community.

Resources that assist students in job development and placement have been identified and working relationships have been established. Career Education units have been developed and are being used (a resume service to assist students in writing an effective resume). The Project Coordinator has been involved in formulating and conducting workshops to promote job placement activities and has acted as a technical consultant to other schools considering the establishment of a job development program. A curriculum project involving occupational exploration for freshmen was conducted. Project staff also conducted group discussions with students on job acquisition and job retention skills.

Interviews with staff from school administration, guidance and the Lewiston Job Service, indicated that the project staff have effectively established formal and informal relationships which have facilitated and promoted employment of students. The project is viewed as a service to students which is well utilized and accepted by both students and faculty. It was generally felt that the program was valuable and should be continued as it provided a concrete service to students which had beneficial side effects (eg. providing "reality based" experiences which, in some cases, improved motivation toward continuation in school.)

II. Objectives

A. Statement of Objectives: Specific Proposal Objectives for the Lewiston High School Job Development, Placement and Follow-up Project (FY 1976-1977)

To expand and refine the following:

* Development and placement activity
* Job performance evaluation after placement
* Followup of graduates
* Contact with employers
* Feedback from employers and students on total Lewiston High School instructional program
* Identification of and contact with early school leavers
* Program exposure to Adult Education students
* Relationship with Maine Employment Security Commission and other state agencies
* Contact with apprenticeship programs

To develop and implement flexible career education units to be presented in group seminars

To develop a means of gathering comprehensive pre-employment evaluations on all program enrollees

To publish and disseminate a secondary school job development and placement guide for working with the Maine Employment Security Commission

To conduct a local business survey, during August and Septemeber, 1976, to determine employment trends for the upcoming academic year

To establish an advisory committee consisting of faculty, students, local businessmen, and responsible citizens

II. Objectives (Cont.)

B. Discussion on Attainment of Objectives

Objective #1: To expand and refine development and placement activity

During the second year of this job placement project, the project staff have continued to expand the development and placement activities of the project. The number of contacts made with students increased from 936 for FY 75-76 to 1,143 contacts for FY 76-77. This activity reflects a 22% increase in the project's volume of students contacted. Referral of students made to employers increased from 348 for FY 75-76 to 1,014 for the current year FY 76-77. This reflects an increase of 191%. Placement activity for the project has also increased from 179 for FY 75-76 to 374 for FY 76-77, an increase of 109%. In the area of Job Development, the project increased the number of jobs developed from 269 in FY 75-76 to 477 for FY 76-77. This reflects an increase of 77%. The above figures attest to a substantial increase in job development and placement activities. Significant increases occurred in referral and placement activities which would suggest that the project has become more efficient and its administrative systems have become more refined.

Objective #2: To expand and refine job performance evaluation after placement

Job performance evaluations were utilized by the project and 296 responses have been received to date. This reflects a 79% response to the follow-up effort. The information gathered from these evaluations was utilized in identifying and making attempts to remedy difficulties which students might be having on the job.

II. Objectives (Cont.)

At this time, the information gathered from follow-ups has not been collated and used to identify trends or general strengths and weaknesses of students.

Objective #3: To expand and refine follow-up of graduates

Follow-up of graduates has not been done at this time. Although the project coordinator is committed to completing this objective, no follow-up instrument has yet been developed.

Objective #4: To expand and refine contact with employers

Statistical data presented indicates project staff maintained a high level of contacts with the employers.

Objective #5: To expand and refine feedback from employers and students on total Lewiston High School instructional program

This objective has been partially achieved. Feedback has been obtained from employers through attainment of Objective #2. As was indicated in the review of Objective #3, students have, to date, not been followed up in a formal fashion.

Objective #6: To expand and refine identification of and contact with early school leavers

Relationships which the project staff have developed with guidance and other departments within the school system have facilitated the identification and subsequent contact with early school leavers. The level of contact with dropouts has increased from 59 for FY 75-76 to 67 for FY 76-77. This is a 34% increase.

II. Objectives (Cont.)

Referral of dropouts to employers increased from 39 during FY 75-76 to 63 in FY 76-77. A 62% increase. Placement activity of dropouts decreased from 23 for FY 75-76 to 14 for FY 76-77. This reflects a 39% decrease in placement activity of dropouts. Although placement activity dropped for the current fiscal year, the stated objective of identification and contact with early school leavers was achieved and suggests that increased attention has been placed on the stated objective. It is also understood that a number of dropout referrals were made to the Androscoggin Comprehensive Training Program (ACTP) for which no direct referral and placement credit was taken by the project.

Objective #7: To expand and refine program exposure to Adult Education students

Project staff have worked towards providing better program exposure to adult education students. Statistical data indicate that contacts with adult education students have increased from 61 during FY 75-76 to 79 for FY 76-77, a 30% increase. However, the increase in contacts has not had a corresponding increase in referrals for placement. Referrals have decreased from 34 during FY 75-76 to 22 for FY 76-77, a 35% decrease. Placements declined from 15 for FY 75-76 to 9 for FY 76-77, a 40% decrease. Therefore, the increase in level of contacts with adult education students certainly indicates increase in activity, while actual referral and placements have declined, suggesting some difficulty in processing such students. It is felt that this difficulty was recognized by the project coordinator and steps are currently being taken to remedy the problem. As of the writing of this evaluation, the project has been granted a CETA Title VI position for a full-time adult education job placement specialist and clerical person.

II. Objectives (Cont.)

Objective #8: To expand and refine relationship with Maine Employment Security Commission and other state agencies

The project has been very successful in continuing and improving its relationship with the Lewiston Job Service and has also developed relationships with other agencies which can act as resources to students. A prime example of this excellent relationship with the Job Service is the manpower specialist who was assigned to work at the project office. Although this position has been dropped by the Lewiston Job Service due to reduced staffing patterns in their office, an interview with a member of the job service administration staff indicated a high interest in re-establishing this position as soon as staffing patterns at the Lewiston Job Service Office improve. It is also clear that the Job Service views its relationship with the project as being mutually beneficial to both parties. It is felt that substantial effort has been placed on the development of and utilization of referral resources which could benefit students.

Objective #9: To expand and refine contact with apprenticeship programs

Contact with the apprenticeship programs has been established and appropriate materials are available to interested students.

Objective #10: To develop and implement flexible career education units to be presented in group seminars

The project has adopted career education units developed by the Lewiston Modular Curriculum Program.

II. Objectives (Cont.)

These units have been utilized in developing a resume service to assist students in preparing for job interviews. The project also maintains a file of student resumes so as to have these available for potential employers. Mock interviews and related group discussions on job acquisition and job retention skills were also conducted utilizing career education units.

Objective #11: To develop a means of gathering comprehensive pre-employment evaluations on all program enrollees

The development of a comprehensive pre-employment evaluation on all program enrollees was not conducted. Lack of financial resources and available staff time appear to be the reason for non attainment of this objective.

Objective #12: To publish and disseminate a secondary school job development and placement guide for working with the Maine Employment Security Commission

The proposed secondary school job development placement guide for working with the Maine Job Service has not yet been completed. Project staff are committed to its completion.

Objective #13: To conduct a local business survey, during August and September, 1976, to determine employment trends for the upcoming academic year

A local survey of businesses to have been conducted during August and September of 1976 to determine

II. Objectives (Cont.)

employment trends for the upcoming academic year was not conducted. The needed information was secured through the Lewiston Job Service and labor area surveys provided by the research division of the Maine Department of Manpower Affairs. A mass mailing to area employers was conducted utilizing the bulk mailing privileges of the Lewiston Job Service. It is felt that this was an appropriate utilization of these services and avoided a duplication of effort.

Objective #14: To establish an advisory committee consisting of faculty, students, local businessmen, and responsible citizens.

An advisory committee made up of faculty, students, local businessmen, and responsible citizens was not established. Organization of an advisory committee is targeted for FY 1977/78.

III. Commendations

1. Project staff have developed, utilized, and are continually upgrading the quality and effectiveness of administrative systems which improve job placement services to students. This is reflected by both the system which has evolved and by the attitude of the project coordinator. At the request of this evaluator, the Project Coordinator formulated a systems flow chart. This chart clearly depicts the interrelationships of project components. (See Exhibit I of this evaluation.)

2. A commitment on the part of project staff to meeting the job placement needs of students. This is clearly reflected by the ancillary program activities which were conducted during the past year. Because of this commitment, a number of areas, such as the resume service for students and the occupational exploration for freshmen, have been identified as viable tools in the job placement process.

3. The quality of working relationships established by the project staff with administration, faculty, the Lewiston Job Service, and other resource agencies is excellent. Such quality working relationships have lent themselves to better placement services to students.

4. Project staff have produced a substantial volume of work given the available staffing pattern. This is clearly reflected in the objective statistics which are reported. Close scrutiny also indicates that project staff have provided various ancillary job placement services which were never formally recorded. This further substantiates a genuine interest and assiduous effort on the part of the project staff.

IV. Recommendations

1. The current project coordinator, Mr. James Larouche, has accepted a position within the Guidance Department at Lewiston High School for the coming school year. It is felt that Mr. Larouche has acquired valuable experience and expertise in the field of job development and job placement. It is suggested that an ongoing formal consultation and liaison relationship between Mr. Larouche as a representative from guidance and the new project coordinator be established.

2. The project has stimulated a large volume of information and statistical data. Standardizing the method of compiling and reporting such statistical data and information would be very helpful in monitoring and evaluating the project on a continuous basis. It would also establish base-line * data from which future performance objectives could be based.

3. In interviewing the project coordinator, it was clear that many students were referred to services which could better meet their job placement needs. These referrals naturally reduced the quantity of placements which were available to the project. It is felt that referrals should be recorded and listed in statistical data since a referral to an appropriate service agency can be the best job placement service offered by the project to students with special needs.

* Base-line: the mean average figure for an initial evaluation of performance. (eg. the first year placement figure for the project was 179. The second year placement figure for the project was 374. Therefore, 2, the number of years the project has been in operation, divided into 553, the total number of persons placed, would equal the base-line figure, 276.)

IV. Recommendations (Cont.)

4. Objective #3, the follow-up on graduates, should be conducted. It is felt that the information gathered from the follow-up of graduates and from the job performance evaluations which are conducted could provide valuable information in assessing student needs and providing direction for program changes in the future. In the development of the student follow-up and any future revision of the job evaluation form, faculty from other departments and members of the guidance department should be involved in order to develop documents which stimulate information which might be used throughout the school. Therefore, results from follow-ups should be collated and disseminated throughout the school in order to identify program strengths and weaknesses in the various departments.

5. A formal procedure should be established to insure the referral of potential dropouts to the job placement project.

6. Funding should be sought to provide a comprehensive pre-employment evaluation program for students. Such a system could be developed internally within the school system and/or external resources could be utilized. If the evaluation process were to begin in the ninth or tenth grade, vocational assets and liabilities could be identified at a time when remedial services could be provided. Vocationally oriented evaluations would also improve the appropriateness of career areas being investigated by students.

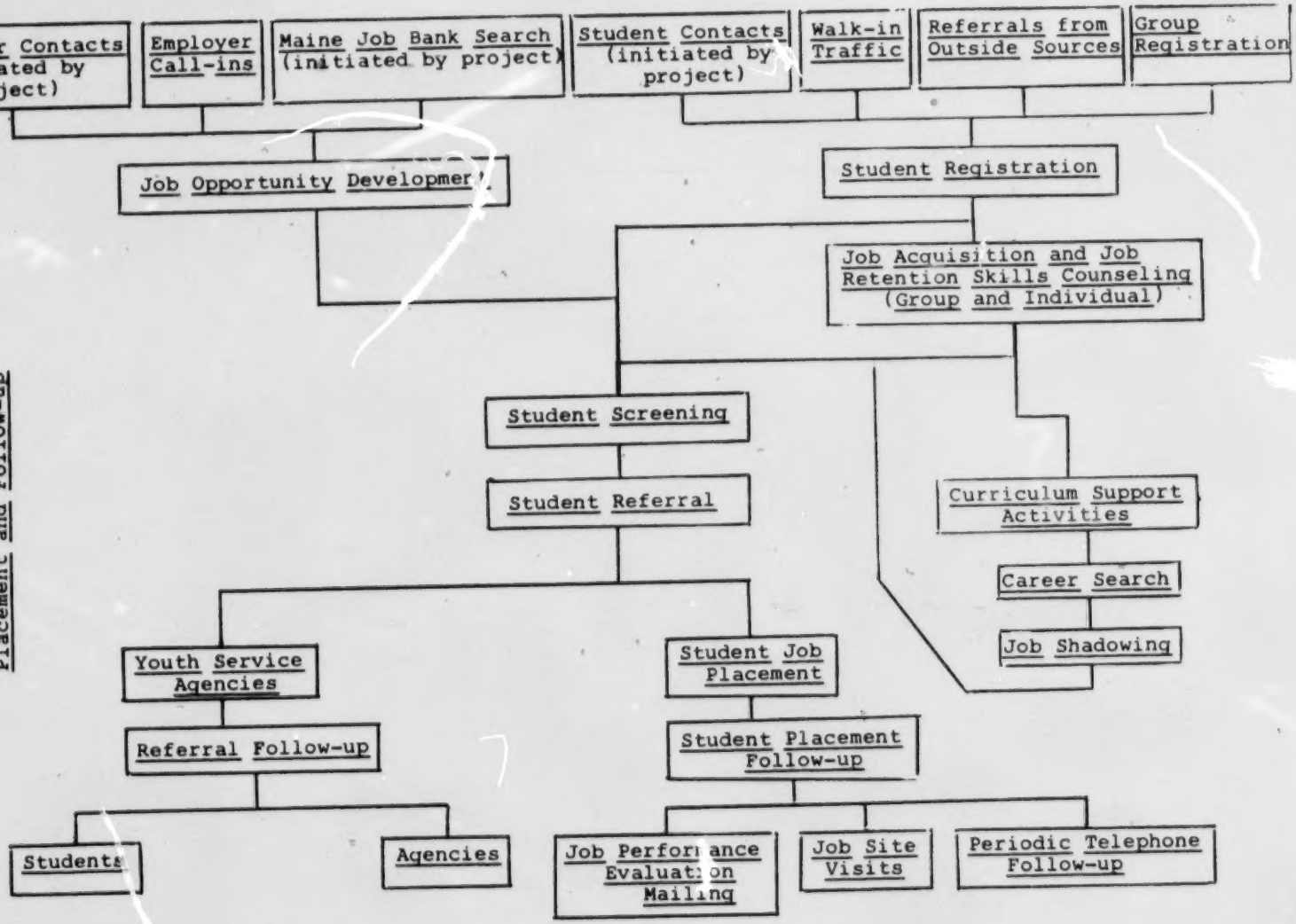
IV. Recommendations (Cont.)

7. That Objective #12, the publishing and dissemination of a secondary school job development and placement guide for working with the Maine Employment Security Commission be completed. It is felt that this guide would provide valuable information to other school systems seeking to establish similar job placement services for students. It is also felt that a greater commitment by state youth service agencies would evolve.

8. That Objective #14, the establishment of an advisory committee consisting of faculty, students, local businessmen, and responsible citizens be completed. Such a committee could provide valuable support to the project. Such a committee could be utilized in the development of a graduate follow-up or revision of the job performance evaluation survey in order to make such tools usable instruments in identifying student needs.

Exhibit I: Systems Flow Chart

L.H.S. Job Development, Placement and Follow-up



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Dissemination Activities with other school systems and state agencies are conducted concurrently with project systems flow.

APPENDIX E

Third Party Evaluation

1977 - 1978

LEWISTON EXEMPLARY PROGRAM

IN VOCATIONAL EDUCATION

THIRD PARTY EVALUATION

of the

LEWISTON JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP PROGRAM

Conducted Under Part D of Public Law 90-576

PROJECT DIRECTOR:

Kenneth C. Jordan, Assistant to the
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Lewiston High School
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THIRD PARTY EVALUATOR:

Frederick St.Cyr, Vocational Administrator
Sanford Regional Vocational Technical Center
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June, 1978

OVERVIEW AND GENERAL INFORMATION:

Three years ago, Lewiston High School designed and implemented an Exemplary Program conducted under Part "D" of Public Law 90-576 entitled "Job Development, Placement and Follow-up".

This experimental project, funded by the Department of Educational and Cultural Services, Augusta, Maine, was developed primarily to assist students presently enrolled in Lewiston High School, recent school graduates, early school leavers and adults in finding full-time and part-time employment and to make available supportive services in the various job-seeking skills and techniques.

By providing this service, the Job Placement Office was able to extend the effectiveness of the educational process of the Lewiston area based on the philosophy that actual training and experience gained in the job market by placement in actual working situations would be most productive in the preparation of today's citizens for entry into a career-oriented, high-competitive-type society.

Moreover, it was determined that more and more of our young people attending high school are in need of full-time and/or part-time employment in order to continue and complete their education and in many cases, survive economically.

This project has been viewed and evaluated on the basis of the

objectives around which it was originally developed and in terms of how well and effectively those objectives have been met during the tenure of the project.

An on-site visitation of the project was conducted on June 1, 1978 after a thorough review of the documentation pertaining to the project. As a result of this visitation which included personal observations, interviews and discussions with students, staff and administration the following is presented.

Frederick St.Cyr

OBJECTIVES:

Objective No. 1: To Expand and Refine Job Development and Placement Activity:

Over the three year period during which the job placement project has been in operation, there has been an indication of continuous growth and progression in terms of the numbers of student contacts made and the number of referrals and placements in work situations.

At the time of the on-site evaluation there were still several weeks of school remaining and the statistical data for the conclusion of the 1977-1978 school year was in the process of being gathered and compiled. At that point in time there were indications of another year of tremendous growth in contacts and referrals and all indications were that this progression would be even greater with students looking for part-time summer employment and graduates looking for full time employment.

The following chart is indicative of this three year growth pattern:

	75-76	76-77	77-78**
Number of Student Contacts	936	1143	1922
Referrals to Employers	348	1014	1240*
Placement Activity	179	374	290
Job Development	269	477	469

* This total reflects the following:

825	High School Students
197	Adults
166	Drop outs
58	Graduates
44	Others
1240	TOTAL

** 1977-1978 Statistics were as of 5-19-78 with a definite increase projected before school closed.

There is no doubt that this particular objective has been met and exceeded in terms of initial expectations and is indicative of the need to have the project continue.

Data collection techniques have been streamlined and refined enabling virtually immediate retrieval of information whether it pertains to a potential employer or employee.

Objective No. 2: To Expand and Refine Job Performance Evaluation After Placement:

Job performance evaluations have been used in varying degrees throughout the duration of the project with a variety of successes. Evaluation after placement is not presently as effective as it might or should be, however, the entire operation is now staffed with two people who are directly involved in and responsible for record keeping, interviews, classroom instruction in job seeking skills and techniques, referrals and a miriad of other tasks and responsibilities which result in making job performance evaluation virtually an impossible task.

Periodic evaluations have been made, however, with an estimated response of about sixty per cent. Additional staff would most assuredly assist the project in meeting this objective.

Objective No. 3: To Expand and Refine Follow-up of Graduates:

Due to lack of sufficient time and personnel and the absence of an efficient and effective follow-up instrument the project has not succeeded in its intent to conduct a complete and comprehensive follow-up of its graduates.

According to the Project Director, over involvement with logistics of the follow-up activity and the actual mechanics of developing and designing a valid follow-up survey instrument have hampered its progress and success.

It was anticipated that the follow-up would be conducted in cooperation and conjunction with the Lewiston High School guidance department but this did not materialize. Interest in this joint effort still remains in high priority and it is my understanding that an attempt to implement a follow-up study of the graduates of the Class of 1978 is anticipated.

Objective No. 4: To Expand and Refine Contact With Employers:

Available data indicates explicitly that contact with employers is at an extreme high level of effectiveness. This involvement with employers is, without question, one of the major attributes to the success of this project.

Objective No. 5: To Expand and Refine Feedback From Employers and Students on Total Lewiston High School Instructional Program.

Available data is indicative that this objective has not been met effectively to date. Refer to commentary relative to Objectice No. 3.

It is imperative that during the next phase of the project special emphasis be placed on the gathering and utilization of student and employer data.

Objective No. 6: To Expand and Refine Identification of and Contact With Early School Leavers:

The drop-out problem is not unique to the City of Lewiston and is one that faces virtually every school and community in the Nation. More young people are leaving the security of their families to become independently "liberated" and are consequently looking for any type of employment as a means of survival.

Literature and research tells us that young people in this category more often find the need for full-time employment dominating their need and desire for an education thus compounding the drop-out problem.

In this sense one might view the Job Placement Office and its service as an alternative program designed to give the potential drop-out an option by making part-time employment available as supplemental to the required high school graduation credit programs.

There is strong evidence that many employers do not look to the drop-out as favorable employees and that one very important function of the project might be to place emphasis on work attitudes, survival skills and job seeking techniques to better prepare this type of individual for the labor market.

Cooperation with and between the project and other public and private agencies has been phenominal including, but not limited to, the Lewiston Job Service and the Androscoggin Comprehensive Training Program.

Probably the main contributing factor in the success of dealing with the drop-out and the potential drop-out has been the close cooperation and coordination between the project and the Lewiston High School Guidance Department.

Objective No. 7: Program Exposure to Adult Education Students:

During fiscal year 1975-1976, the project recorded sixty-one contacts with adults; fiscal year 1976-1977, the second year of the project recorded seventy-nine. The third year of the project, fiscal year 1977-1978 revealed that as of May 19, 1978 one-hundred-ninty-seven adults had been served!

These are the referrals that took place during the evening hours and do not necessarly include those adults who visited the program office during the school day, students who left full-time day school programs to enter adult education programs, referrals from the Lewiston Job Service, or referrals directly from administration, faculty and guidance.

While contact with adult education persons has increased markedly, actual referrals and placement declined sharply. This could be remedied by maintaining nightly office hours five days a week ans adding a full-time adult education job placement specialist and clerical person.

Objective No. 8: To Expand and Refine Relationship with Maine Employment Security Commission and Other State and Local Agencies.

As previously reported, the project has been extremely successful in its rapport and relationship with the Lewiston Job Service and other agencies. At one point during the project, the Lewiston Job Service assigned a manpower specialist to the project office. This position was later eliminated due to the elimination of staff at the Job Service Office. It is my understanding that this position will be reinstated once the staffing pattern improves at the Lewiston Job Service Office.

This cooperative effort among various agencies tends to eliminate costly duplication and each agencies activities enhances the performance of the others in terms of resources which benefit students.

Objective No. 9: To Expand and Refine Contact with Apprenticeship Programs.

Apprenticeship programs are aware of the project and its merits and appropriate materials pertaining to apprenticeship programs are readily available to anyone desirous of information.

Materials received pertaining to apprenticeship programs are made available to students either through the project office or are disseminated through the various Trade and Industrial programs of the Lewiston Vocational Center.

There is some degree of repitition since many of the same materials are distributed by the guidance department but duplication is sometimes healthy in terms of the materials being distributed.

Objective No.10: To Develop and Implement Flexible Career Education Units to be Presented in Group Seminars.

The Job Placement Office has indeed been very fortunate to have at its disposal the materials developed by the Lewiston Modular Curriculum Development Program and its facilities.

Many many learning packages (LAP's) have been utilized by the Job Placement Office but three in particular have become a focal point in terms of orientation programs dealing with job skills and techniques. These are as follows:

Your Resume, What to Include
by D. C. Cannan, November, 1976

Filling Out a Job Application Form
by R. C. Read, 1975

Your Job Interview
by D. C. Cannan, January 1977

In personal interviews with studentsthat were or had been involved in the program there was no question to the value of these Learning Activity Packages and the manner in which information was presented to the participants.

The information was covered in minute detail and each student as the end result developed his or her own resume and a tremendous amount of self-confidence.

Mock interviews, some of which were reduced to video tape for instructional purposes also played an important part in the orientation program.

Objective No. 11: To Develop A Means of Gathering Comprehensive Pre-employment Evaluations on all Program Enrollees.

This objective was not met as originally anticipated primarily because proposed methods were highly subjective, incomplete, and, for the most part, very expensive to purchase, administer and evaluate.

In addition, time and manpower involved in gathering comprehensive pre-employment data was prohibitive.

Objective No. 12: To Publish and Disseminate a Secondary School Job Development and Placement Guide for Working with the Maine Job Service.

It is my understanding that preliminary work has been carried out over the three year duration of the project with the final draft hopefully nearing completion in 1978.

Objective No. 13: To Conduct a Local Business Survey During August and September, 1976, to Determine Employment Trends for the Upcoming Academic Year.

This was not done, however, the Lewiston Job Service made comprehensive data available on all area employers who employed fifteen or more.

In addition, a letter explaining the project in brief was sent to local employers as a means of promoting greater awareness among business and industry and developing more possible job stations for students on both a full-time and part-time basis.

This apparently has proved to be quite successful in terms of responses and placements.

Objective No. 14: To Establish an Advisory Committee Consisting of Faculty, Students, Local Businessmen and Responsible Citizens.

A "formal" advisory committee was not formed however, continuous feedback was evident from the above mentioned factions.

Establishment of priorities and decision making has been for the most part carried out by the Project Director with periodic consultations with faculty, business, students, citizens, etc., etc., when deemed necessary.

An Advisory Committee is of absolute necessity in my opinion however, in order to function effectively and efficiently they must be given direction, responsibility, and a sense of purpose before they can function productively.

COMMENDATIONS:

I applaud the Lewiston Job Development, Placement and Follow-up Program for having the insight to identify a problem and invest the time, energy and resources in an attempt to remedy that problem. The service afforded the young people and adults in the Lewiston area through the benefits of this program will not only meet immediate needs but are certain to have far-reaching inplications.

During interviews with students and staff I am of the opinion that this project has met with marked success in measurable and realistic terms.

I commend the administration and staff that have been involved in the project from its inception to its present status for their determination and desire to meet the needs of those in need.

Finally, I commend the Project Director, Mr. Kenneth Jordan, and his highly competent staff, particularly Ms. Wendy Marquis and Ms. Irene Binnette for their determination and hard work in achieving all that the project was designed to do within limitations of time, space and energy.

RECOMMENDATIONS:

Of greatest priority I strongly recommend a continuation of the project. If additional funding from State/Federal sources is not available I would urge the City of Lewiston and the Lewiston School Department to budget moneys to be used for not only continuation but expansion of the project.

The project presently is greatly understaffed in comparison with the numbers of referrals and contacts made. The position of Project Coordinator should be reinforced with allowance for sufficient clerical, referral and secretarial help. In addition, the office should be open and available nightly particularly during peak times of the year when adult education programs are in operation. Special emphasis should be placed on making the services available during the early summer months for the purpose of summer full-time and part-time job referrals.

The project should be continually monitored and evaluated in terms of full utilization of staff, time and facilities. This statistical data would be valuable in terms of improving services and planning for ensuing years.

An efficient and effective follow-up study instrument should be developed and implemented as a means of improving the project. This study should encompass both student population and business and industry.

I would recommend that the job orientation program conducted by the project staff be amplified to include more young people. This could be coordinated with the English department and be moved back into grades eleven, ten and even nine. The comment I heard most frequently was that the students wished

they had been exposed to resume writing and interview techniques at an earlier time rather than waiting in many cases until their last year of school.

Some type of pre-employment evaluation should be used as a means of determining student interest and skill areas. This would enhance the project by identifying potential and possible areas of interest early in the game.. One instrument I would personally recommend is the O.V.I.S. (Ohio Vocational Interest Survey).. Its results are valid. It is easy to interpret (accomplished by the students themselves) and is relatively inexpensive to buy, administer and score. This can be administered through the English Department at the sophomore level with great success. I have used this particular instrument for three years and would be happy to discuss its merits, advantages and disadvantages.

A guide should be developed and disseminated to secondary schools as a model for those who wish to use the concept and establish Job Placement programs of their own. I feel the demand would be considerable and the outcome rewarding.

The establishment of an Advisory Committee is a necessity providing they have a definite purpose and are not merely a "rubber stamp" group. Every community has a resource of people whose expertise and advice can definitely enhance a program. Each member should be selected on the basis of what he or she can contribute toward the betterment and improvement of the concepts of the project and not merely for the prestige attached to the position.

Continued emphasis should be placed on providing young people, regardless of who or what they are or have been, with the basic skills necessary for them to be competative with society. This can be best accomplished through a

continuation of the Job Placement Project.

More emphasis should be placed on public relations and "getting the word out" since community relations plays a major role in the success of a project such as this.

Provision should be made for more in-depth counseling of students to better enhance the established open door policy which is in existance. I have observed the techniques used during the counseling and interview process and I would say for the most part they are excellent. I do think that time and depth, however, are a factor.

More physical space should be made available if at all possible. For example: Cubicles could be added to the existing office area for the purpose of conducting more private and intimate interviews. Presently clients are almost "on display" and this may have a tendancy to discourage those who need and could benefit from the services available through the project. A large room or conference area should be made available for group counseling and/or testing.

Finally, I would only emphasize my opening recommendation of continuance of the project. Projected costs are minimal compared to the benefits to people. This project has given many people a new lease on life, confidence in themselves, and the challenge that they are and can be competative, self-supporting and successful.

APPENDIX F

EXHIBIT I

JOB FAIR

by Nancy Lachance

The Lewiston High School Job Placement Office will be sponsoring a Job Fair to be held on April 27th from 10:30 am to 3:00 pm in the multipurpose room. This is the first year the Job Placement Office has held such an event.

The Job Fair is open to seniors who are or will be looking for full-time employment after graduation. These seniors are now being scheduled for appointments and their resumes are being written. So far 66 seniors are signed up for the Job Fair. There will be 22 companies present at the Job Fair.

What exactly happens at the Fair? Each company sends a representative to the high school. He or she will then meet and interview students who are interested in possible employment by that particular company. Among the companies represented are, Bates Fabric Inc., Pioneer Plastics Inc., Hillcrest Foods Inc., Jones & Vining of Maine Inc., General Electric Co., Liberty Mutual Insurance, Globe Albany Corp., Central Maine Medical Center, St. Mary's General Hospital Clover Manor Nursing Home, Northeast Bank, CETA, U.S. Army, U.S. Navy, U.S. Air Force, U.S. Cost Guard, Maine Employment Security Commission, Careers, Inc., Giant Advance, Philips Elmet Co., Jewish Community Center, and Diamond Machine Co.

The purpose of it is to prepare students for interviews. Each student will be briefed beforehand on how to dress, and on how to act. Also, each student will submit to the interviewer a copy of his or her resume. The student must also be on time for his appointment.

These interviews do not necessarily mean that the student will be given the job. However, it is a useful experience and of an advantage to both the student seeking employment and the prospective employer.

The Job Placement Office is anticipating a very successful day with the Job Fair.

EXHIBIT II

Project Etc. Gets Some LHS Folk Where Work Is

By DENISE GENDREAU

Have you ever heard of Project Etc.? Well, if you haven't you're probably wondering to yourself what it is. It is a course that was offered to business students at Lewiston High School to help prepare them for the business world. Project Etc. is a government funded program which is being run on an experimental basis taught by Phyllis Deringis and Claire Lacombe.

Project Etc. is a two-period class. Students in this class have studied basic grammar, different forms of letter writing, resumes, ways of improving typing speed and accuracy, and dictation and transcription throughout the year.

For the past few weeks, Miss Deringis and Mrs. Lacombe along with the help of Wendy Marquis from the Job Placement Bureau have organized a career day which was held yesterday for those students in Project Etc. This career day was an actual on-the-job shadowing experience in which the students observed a worker for a full day.

Cooperating businesses and people for this career day were: Ms. Nancy Pomerleau, Liberty Mutual Insurance Company; Rocheleau and Fournier, P.A.; Paul Lacombe, Manager, Casco Bank and Trust Company; Ms. Pauline St. Denis, St. Mary's Hospital; John Bonneau, Marshall, Raymond, Belliveau, Dionne and Bonneau; David Cutter, Geiger Brothers; Dr. Gilman Bouchard; Reginald Meyers, New England Telephone Company; Ray Lombard, Hurdman and Cranston; Margaret Turgeon, Isaacson, Isaacson, and Hart, Attorneys; Richard Charette, Maine Information Systems; and Richard Blanchard, Lewiston-Auburn Water Pollution Control Authority.

Students participating on this job shadowing experience were: Mona Abbott, Louise Bourgoin, Rachel Brodeur, Claire Dube, Debbie Elie, Pat Fisher, Jackie Fontaine, Tina Fournier, Diane Gagne, Diane Gagnon, Denise Gendreau, Denise Gill, Brenda Giroux, Donna Holt, Debbie Lanois, Cathy Laroche, Elaine Leclerc, Peggy Lessard, Rachel Morin, Rita Paradis, Sue Truchon, and Sue Potvin.

Businesses were quite receptive to have students observe their daily activities, and the students were eager to learn and experience something different. A wonderful time was enjoyed by all!

EXHIBIT III

After High School Some Go To Work

By DEBORAH McLEAN

According to Lewiston High School seniors, General Electric Company, the Northeast Bank, and Liberty Mutual Insurance are close contenders for top places to work in the L-A community.

Over 100 graduating seniors participated in the first annual Job Fair (see photo at left) at LHS today, with 17 local employers setting up booths to offer brief interviews and a general look at the company.

Wendy Marquis, job placement specialist at the high school, noted that "the primary emphasis is on job thinking, getting the students some experience with interviews and employee placement, stirring some thoughts about life after graduation."

Having students receive actual job offers from the Job Fair is secondary, said Ms. Marquis. "We want the students to have the skills necessary to starting a job search. We want them to know what to expect."

Last month, LHS offered a 10 day Job Seeking Skills Sequence to prospective employees, and classes worked on resumes and job application forms.

"The trend is changing. This year, over half of the high school's graduating seniors will be looking for jobs. Perhaps the value of a college diploma is deteriorating," said Ms. Marquis. "Many students, while not skilled craftspeople, have had exposure to a vocational trade they really enjoy and are going on to vocational schools like CMVTI."

Though vocational schools weren't represented at the Fair, the five branches of the armed forces did have booths. The recruiters seemed to spend more time talking with each other that talking to students. Ms. Marquis admitted that the service booths lacked patronage.

"It's something to remember that most seniors who considered going into the service after graduation have already made their plans. Many of the students talking to the recruiters are undergraduates who are considering the service in the furture," she said.

Among other possible employers looking over the future labor force were Careers, Inc., Central Maine Medical Center, St. Mary's General Hospital, Diamond Machine Co., the Jewish Community Center, Lee Management, Philips Elmet Co., and the Maine Employment Security Commission.

Job discussion appointments lasted 15 minutes in the student lounge, with some company reps just barely getting time for a cup of coffee in between eager applicants. Clerical positions were far and away the most popular, with slightly more young ladies discussing jobs with the representatives than young gentlemen.

The job placement service at LHS is a recent innovation, started three years ago with money from the Department of Educational and Cultural Services. Ms. Marquis is a CETA employee who noted that funding for the program runs out at the end of June.

"It's convenient for the students to drop in and check out the job situation with us," she said, "and we know that some of the kids we try to help have already had some difficulty looking for work on their own. Since the program began, we've placed 800 students in various jobs, 250 of them this year."

Without the job placement office, Ms. Marquis noted, students would miss valuable employment opportunites and employers would lose an important labor market for future employees. The school has six guidance counselors, an indication of the need for help after graduation for students.

LHS JOB PLACEMENT SERVICE

SERVING

Students and Employers of the Community

with over 810 placements in 204 businesses

Since 1975

STUDENTS

Job Counseling - The Job Placement staff meets with each student to discuss career goals, employment qualifications and employment needs.

Job Seeking & Retention Skills - A mini course to assist students in developing the skills required to find and keep a job.

Resume Service - As a service to Seniors and recent graduates personalized guidance in preparing resumes and free printing of resumes.

Job Referrals - We maintain constant contact with over 200 area employers in our continuing efforts to develop jobs for our students. Many of our part-time placements are offered full time career employment upon graduation.

Students - Visit the Job Placement Office, located in the Vocational Wing of Lewiston High School.

WE OFFER

EMPLOYERS

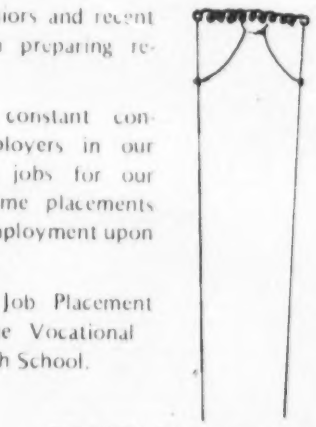
Readily Available Personnel - We maintain a pool averaging 600 to 900 students and young adults desiring part and full time work, including temporary employment. We can fill both short and long term needs. All job orders are CONFIDENTIAL. Only those students who are qualified will be referred.

Follow-Up Services - Our service just begins when we find the right student for you. Our office maintains follow-up employment records and encourages employer feedback on all our placements.

Community Impact - To improve services to both employers and students, the Placement Service is guided by an advisory committee comprised of local businessmen, educators, and students.

Employers - We would ask you to support our efforts - phone in a job order or request an on site visit by one of our representatives.

. . . . . SPREAD THE WORD



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ON

A BRIGHT IDEA

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784-2371 Ext. 62

EXHIBIT V

LHS Placement Office To Sponsor Job Fair

With the time of graduation fast approaching Lewiston High School Seniors are faced with major decisions about their future. Many graduating students have already made plans to go on to colleges or trade schools, but for a number of Seniors (often more than half of a graduating class), full time employment will be a primary goal.

The curriculum choices at Lewiston High School provide students with the opportunity to gain marketable skills in a variety of vocational areas or participate in a work experience program which awards high school credit in addition to allowing students to gain first-hand work experience in a local business or industry. A smooth transition from the school environment to the world of work is of primary importance. Seniors should be able to translate the skills, knowledge, and experience gained during their high school careers to their new endeavors in the labor market.

To better prepare students for the challenges of job seeking, as well as inform them of existing employment opportunities in the Lewiston-Auburn area, the L.H.S. Job Placement Office is sponsoring a Job Fair on Thursday, April 27th from 10:30 A.M. to 3:00 P.M.

Approximately 20 area employers, representing a wide variety of career fields, will be visiting the high school and speaking with Seniors about the various kinds of job openings presently available and/or anticipated in the near future.

Not only will the Job Fair inform students of local employment opportunities, but it will also begin to acquaint Seniors with the interviewing process and prod them into thinking about jobs and careers after graduation.

In preparation for the upcoming Job Fair and subsequent interviews with employers, students are busy preparing and updating their personal resumes.

The Job Placement staff and Vocational Department have been assisting students in composing and typing resumes, with extra copies being printed by the L.H.S. Graphic Arts Department.

During the early months of the Spring semester a number of vocational students received a 10-day Job Seeking Skills Sequence which focused on three major areas: (1) Job Applications, (2) Resumes, and (3) Job Interviews. Students received instructional information in each of these areas and were also given the opportunity to practice completing actual job application forms and participate in a mock interview situation.

A number of Senior English and Business classes are also covering these areas as part of their regular class activities. The culmination of these efforts are geared towards providing Seniors with the basic skills and tools to enable them to become more competitive job seekers and better equipped to deal with the realities of the labor market.

EXHIBIT VI

LHS Job Placement Office Is Filling A Big Need

For the past 2½ years the Lewiston High School Job Placement Office has been successfully serving the Lewiston-Auburn business community and local industry by providing employers with qualified applicants to meet their manpower needs. Since its beginning in September 1975, over 200 local employers have utilized the Placement Service. Placements of students, graduates, and early school leavers have numbered over 800.

The State funded program is designed to assist students, recent graduates and early school leavers in finding full and part time employment. This student service is being provided as an extension of the educational process and is based on the belief that the training and experience gained in a working situation can be most productive in preparing today's students for future careers and community living. Also it has been ascertained that, in a number of cases, part time jobs are an economic necessity for students to continue in school.

In addition to finding jobs, the service also offers opportunities for students to acquire job seeking and retention skills. Fifteen individualized study units have been prepared covering such topics as where and how to look for jobs, filling out job applications, job interviews, and how to hold a job. These study units, which were developed at Lewiston High School, are now being used by many Maine secondary schools.

Recently the LHS Placement Service extended its working hours in order to assist evening Adult Education students in attaining employment goals. Services include job counseling, training in job seeking techniques, assistance in resume preparation and referrals to job openings. Whenever appropriate, the Placement Service will also make referrals to community social service agencies, training programs, and vocational and educational facilities.

The Job Placement Office is located in Room V102 of Lewiston High School. Office hours are 7:30 - 4:00, Monday through Friday and 6:00 - 9:00 p.m. Monday through Thursday. Employers, students, and interested persons can reach the office by calling 784-2371, Ext. 62 (days) or 784-2373 (nights).

JOB PLACEMENT — Among the help that is available for Lewiston High School students – and businesses of the area as well — is the Job Placement Service. This is one of the lesser known areas of service afforded at the high school. Seen here are two members of this service. Left to right — Susan Mercier, member of the Class of 1979 at the high school; Rita Galipeau, Adult education student, Irene Binette, secretary; and Wendy Marquis, Job Placement Specialist. (Photo by John M. Robinson)